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ABSTRACT

This report of the Committee on Student Learning to the 73rd Texas Legislature addresses committee structure and membership, the charges to the committee as established in House Bill 2885, and the committee's key actions during its first year. The committee focused on receiving research and discussing issues related to outcomes-driven education, essential skills and knowledge, student assessment, successful practices, and current educational policies and programs in Texas. The group also took action in the following areas: (1) recommendation to the State Board of Education of a transitional student assessment plan through 1994-95; (2) adoption of a vision of education that focuses on developmentally appropriate instruction and outcomes-driven curriculum and pedagogy; (3) appointment of a Technical Advisory Committee on Assessment and preparations for one on Developmentally Appropriate Instruction; (4) development of a public process to derive global outcome statements for high school graduates; (5) development of essential content knowledge and skills for all students; and (6) emphasis on group process, critical thinking, and problem solving across the curriculum. Four appendices comprising the greater part of this document contain agendas and minutes of committee meetings, key research documents, a student assessment transition plan, and a list of Technical Advisory Committee members. A civil rights compliance statement is included. (LMI)

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EXCELLENCE AND EQUITY
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March 1993

REPORT OF THE COMMITTEE ON STUDENT LEARNING

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REPORT OF THE COMMITTEE ON STUDENT LEARNING

Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature

1992-1993

Texas Education Agency
Austin, Texas

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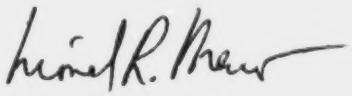
March 1993

The Honorable Ann W. Richards, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the 73rd Texas Legislature

The 72nd Texas Legislature established the Committee on Student Learning to make recommendations to the State Board of Education and to the Legislative Education Board on areas relating to student assessment and indicators, essential skills and core competencies, college entrance requirements, and resources that schools need.

The Committee was constituted and began work in January 1992. This document reports on the Committee's activities and recommendations during its first year.

Sincerely,



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Commissioner of Education
Chair, Committee on Student Learning

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EXECUTIVE SUMMARY

The report of the Committee on Student Learning to the 73rd Texas Legislature addresses committee structure and membership, the charges to the committee as established in House Bill 2885, and the committee's key actions during its first year.

The committee focused on receiving research and discussing issues relating to outcomes-driven education, essential skills and knowledge, student assessment, successful practices, and current educational policies and programs in Texas. The group also took action in the following areas:

- recommendation to the State Board of Education of a transitional student assessment plan through 1994-95
- adoption of a vision of education that focuses on developmentally appropriate instruction and outcomes-driven curriculum and pedagogy
- appointment of a Technical Advisory Committee on Assessment and preparations for one on Developmentally Appropriate Instruction
- development of a public process to derive global outcome statements of what students should know, be able to do, and be like when they graduate from high school;
- development of essential content knowledge and skills for all students; and
- emphasis on group process, critical thinking, and problem solving across the curriculum.

VISION OF THE COMMITTEE ON STUDENT LEARNING FOR THE EDUCATION OF CHILDREN IN TEXAS

The Committee on Student Learning is composed of educators who represent the entire educational spectrum from pre-kindergarten through higher education, from teachers' colleges to school administrators to classroom teachers. We also represent not only professional educators but also parents of children in Texas' public schools.

Despite our diversity, we share a common vision for the children who graduate from Texas' public schools. Focusing on the skills and knowledge that these graduates will need in order to thrive in the world beyond school, we envision young people who are prepared and eager for:

- successful employment in and contribution to the businesses, industries and services of Texas' economic future;
- the challenges and demands of higher education;
- active and articulate citizenship in their communities;
- lifelong learning; and
- productive and self-sufficient participation in other roles of adult life.

The real world—its technologies, work demands, higher education needs, and personal relationships—is changing rapidly. Thus, in order to achieve our vision so must the system of public education change in order to prepare the young people who will enter and take responsibility for this new world.

Above all, every educator at every level must hold and act on the belief that every child is capable of learning at a high level of skill and knowledge. Children whose teachers assume the highest levels of accomplishment from each one, work and learn with the confidence and pride that come from challenge, engagement, and unfettered opportunity.

The school system must be built around the student. We envision flexible and creative schools that expect and promote competence and reward it immediately with acceleration to the next level of learning. At the same time, students who require additional time to demonstrate particular skills and concepts are coached with patience and nurturing rather than labeled with stigma. Our vision of schools promotes flexible timing, based on individual students' needs and progress, non-graded, multi-age learning communities, and clear demonstrations of the application of acquired skills, concepts, and knowledge.

These demonstrations may not be limited to the curriculum as it is currently organized. Transdisciplinary knowledge or supra-skills, such as the ability to read and analyze text in more than one language or the ability to work on a team to design a product, may require skills learned through multiple disciplines as well as those not currently addressed in the curriculum. Thus, we envision teaching teams that work across and expand on the curriculum to support students as they reach for higher learning goals.

Teachers alone cannot be held solely responsible for promoting high quality outcomes among their students. We envision schools in which parents demand rigorous educational programs for their children and support staff in expecting quality outcomes. In these schools, students take responsibility for their learning; teachers have the resources to help each other; and community members participate to help youngsters learn.

Schools in our future will be accountable for preparing children with real-world, world-class skills and knowledge. Since that which is monitored is that which is accomplished, we must monitor schools for the outcomes we expect of students. At the same time, we must provide the resources of time, materials, and activities in which student learning thrives.

In sum, schools will be organized to focus on the needs of children. Children reach to attain the expectations held for them by their teachers, parents, community, and ultimately, by their own expectations of themselves. These factors and others that support student achievement—active participation in learning, appropriate assessment, school accountability, and program flexibility—will work together to develop in children the essential skills and knowledge they need for stewardship of the world into which they are growing.

BACKGROUND

STRUCTURE AND MEMBERSHIP OF THE COMMITTEE ON STUDENT LEARNING

The Committee on Student Learning was established by HB 2885 in 1991. It consists of 16 members. Four are appointed by the governor, four by the lieutenant governor, and four by the speaker of the House of Representatives. The remaining members are the Commissioner of Education, the Commissioner of Higher Education, the Chairman of the State Board of Education, and a representative of the teacher education institutions.

The chair of the Committee on Student Learning is appointed by the Governor. Committee members serve two-year terms and may be reappointed. In addition to making recommendations on its charges, below, the committee reports on its progress at the regularly scheduled meetings of the Legislative Education Board.

The initial members of the Committee on Student Learning, serving in 1992 and 1993 are:

Lionel R. Meno, Chair
Committee on Student Learning
Commissioner of Education
Texas Education Agency

Mrs. Laura Ross Allard
Retired Executive Director
Texas Association for Gifted and Talented

Dr. Kenneth Ashworth
Commissioner
Texas Higher Education Coordinating Board

Mrs. Iris Carl
Past President
National Council of Teachers
of Mathematics

Mrs. Anne Cozart
Bilingual Elementary Teacher
Fort Worth Independent School District
Vice President of the Board of Education
Castleberry Independent School District

Dr. Carolyn Honea Crawford
Chairman
State Board of Education

Mr. Andrew Dewey
Secondary History Teacher
Houston Independent School District

Dr. Charles W. Funkhouser
Director
Center for Professional Teacher Education
The University of Texas at Arlington

Dr. Sally Hampton, Vice Chair
Committee on Student Learning
Coordinator of Writing and Reasoning Skills
Fort Worth Independent School District

Ms. Patricia Hardy
Secondary Geography Teacher
Castleberry Independent School District

Mrs. Ann P. Hull
Elementary Teacher
Corsicana Independent School District

Dr. Richard Kirkpatrick
Superintendent
Copperas Cove Independent School District

Mrs. Rosa E. Lujan
Elementary Teacher
Ysleta Independent School District

Ms. Mary McFarland
Secondary English Teacher
Amarillo Independent School District

Mrs. Maggie Ramirez
Principal
Corpus Christi Independent School District

Miss Lisa Schaffer
Elementary Teacher
Eanes Independent School District

CHARGES TO THE COMMITTEE ON STUDENT LEARNING

The Committee on Student Learning is charged with making recommendations to the Legislative Education Board and to the State Board of Education on the following matters:

(1) the essential knowledge and skills identified by the committee for elementary and secondary students, including at a minimum knowledge and skills in the areas of reading, writing, speaking, mathematics, and critical thinking;

(2) a statewide assessment program developed by the committee for elementary students that is primarily performance-based, uses a variety of assessment methodologies to determine if students have mastered the essential knowledge and skills, and is designed to assess students in at least two elementary grade levels;

(3) a statewide assessment program developed by the committee for secondary students that is primarily performance-based, uses a variety of assessment methodologies to determine if students have mastered the essential knowledge and skills, and provides criteria for a certificate of initial mastery;

(4) recommendations for appropriate uses by public schools and school districts of the results of the statewide assessment programs;

(5) recommendations for changes to state laws and rules, school district policies, budget procedures, and other factors that inhibit schools from adopting strategies designed to ensure that students achieve the essential knowledge and skills;

(6) recommendations for accurate and fair indicators to measure the level of student learning in public schools and school districts and measures that would assist public schools and school districts in which student learning is below expected levels of performance;

(7) recommendations for modifying college and university entrance requirements that inhibit public schools from adopting strategies that are designed to ensure that students achieve the essential knowledge and skills;

(8) the time, support, and resources, including technical assistance, that the committee determines to be necessary for public schools and school districts to ensure that students achieve the essential knowledge and skills; and

(9) recommendations for replacing course or class credit requirements with requirements for core competencies, including critical thinking skills, for the purpose of improving and evaluating student performance.

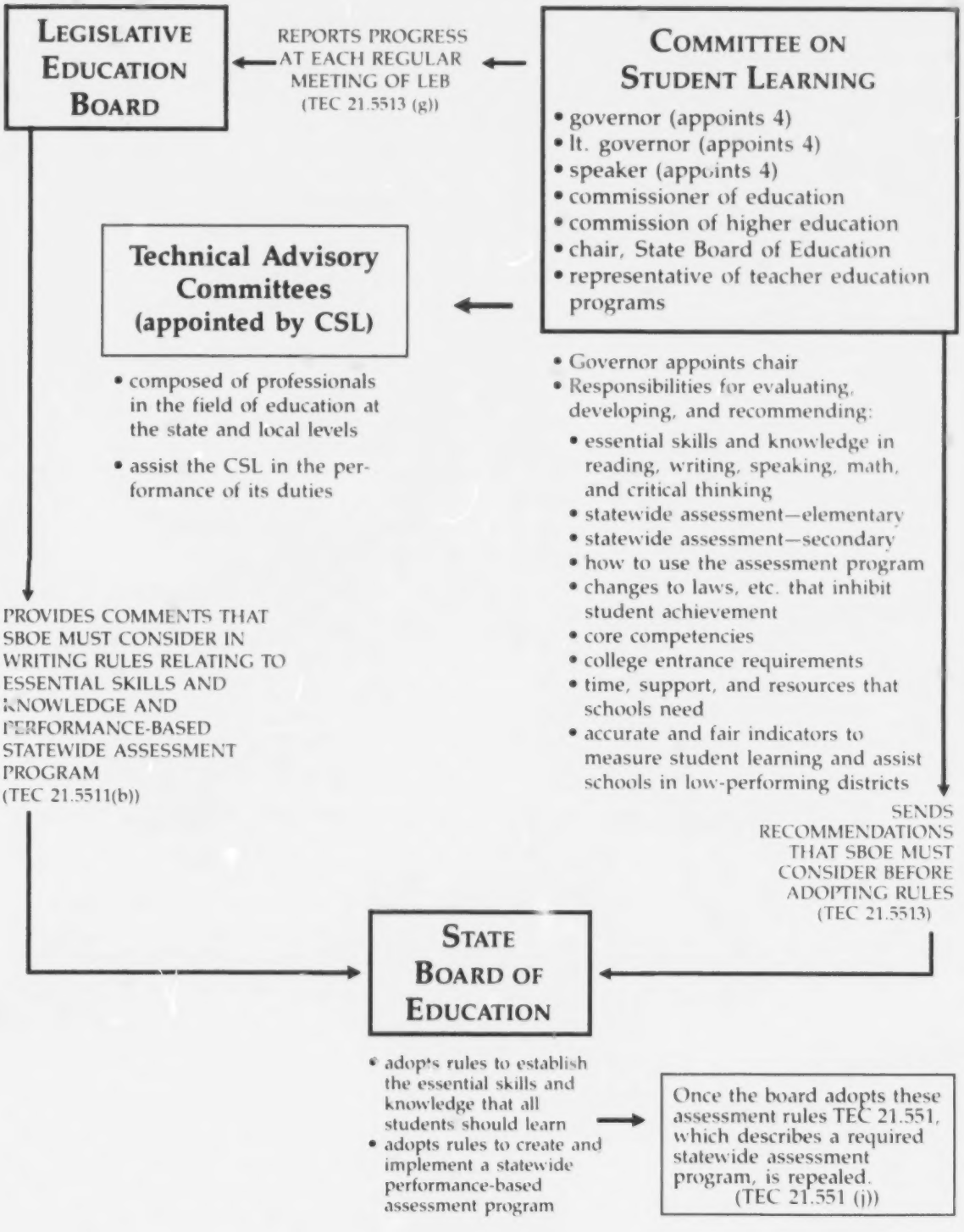
The structure of the Committee as it relates to other state-level educational entities is presented in the accompanying chart.

In undertaking these charges, the activities of the Committee during its first year can be organized as follows:

- Collection and review of research.
- Discussion of issues and articulation of key questions.
- Recommendations of and actions taken by the Committee.

These activities, which, it is anticipated, will continue in 1993, organize this report of the Committee to the Legislature. The agendas and minutes of the meetings at which the committee conducted its work during 1992 are in Appendix A.

Relationship Among the Committee on Student Learning, the Legislative Education Board, and The State Board of Education


LEGISLATIVE EDUCATION BOARD
REPORTS PROGRESS AT EACH REGULAR MEETING OF LEB (TEC 21.5513 (g))
COMMITTEE ON STUDENT LEARNING
• governor (appoints 4)
• lt. governor (appoints 4)
• speaker (appoints 4)
• commissioner of education
• commission of higher education
• chair, State Board of Education
• representative of teacher education programs
Technical Advisory Committees (appointed by CSL)
• composed of professionals in the field of education at the state and local levels
• assist the CSL in the performance of its duties
• Governor appoints chair
• Responsibilities for evaluating, developing, and recommending:
• essential skills and knowledge in reading, writing, speaking, math, and critical thinking
• statewide assessment—elementary
• statewide assessment—secondary
• how to use the assessment program
• changes to laws, etc. that inhibit student achievement
• core competencies
• college entrance requirements
• time, support, and resources that schools need
• accurate and fair indicators to measure student learning and assist schools in low-performing districts
PROVIDES COMMENTS THAT SBOE MUST CONSIDER IN WRITING RULES RELATING TO ESSENTIAL SKILLS AND KNOWLEDGE AND PERFORMANCE-BASED STATEWIDE ASSESSMENT PROGRAM (TEC 21.5511(b))
SENDS RECOMMENDATIONS THAT SBOE MUST CONSIDER BEFORE ADOPTING RULES (TEC 21.5513)
STATE BOARD OF EDUCATION
• adopts rules to establish the essential skills and knowledge that all students should learn
• adopts rules to create and implement a statewide performance-based assessment program
Once the board adopts these assessment rules TEC 21.551, which describes a required statewide assessment program, is repealed. (TEC 21.551 (j))

Collection and Review of Research

The Committee on Student Learning devoted considerable attention to reviewing research in the areas of its charges. The research consisted of presentations by and discussions with national and state experts, reviewing research documents and materials from other states, and receiving reports and analyses on policy initiatives in Texas. The topics covered and experts consulted are listed below. Particularly relevant documents can be found in Appendix B.

Outcomes-driven Education

The Committee on Student Learning met with Rex Crouse, a specialist on the 21st Century Schools Council in the Oregon Department of Education; William Spady, Director, The High Success Network on Outcome-Based Education; and Carolyn Cobb, Director, Division of Development Services, North Carolina Department of Public Instruction, to discuss methods for focusing educational policy and practice on the ultimate skills and knowledge that young people need in the real world. This approach targets outcomes rather than regulation of classroom, school, or district processes.

Mr. Crouse explained the Certificate of Initial Mastery and the Certificate of Advanced Mastery that students in Oregon will earn in order to graduate; under this system, course completion requirements will be eliminated in favor of demonstration of needed skills. Dr. Spady discussed the rationale and the process that he recommends that states and schools follow in deriving expected student outcomes. Ms. Cobb described a similar process used to articulate such student outcomes in North Carolina.

Essential Skills and Knowledge

Based on its charge to examine essential skills and core competencies, the Committee on Student Learning worked on the following concepts with the experts noted:

- Problem Solving with Robert Heydrick, Secondary Science and Health Coordinator, Austin ISD; Bonnie Walker, Mathematics Coordinator, K-12, Clear Creek ISD; and James Alvino, Executive Director, Future Problem Solving Program, the University of Michigan. Dr. Heydrick discussed problem solving in science by describing verification, guided inquiry, inquiry, and exploratory activities. He recommended that students investigate real-life problems, that assessments incorporate hands-on tasks, that students learn in cooperative groups, and that teachers rely less on textbooks. Ms. Walker addressed problem solving in mathematics by addressing assessment of problem solving skills to determine students' patterns and levels of thinking. She also explained four steps for reaching solutions—understanding the problem, planning, carrying out the plans, and checking. Dr. Alvino presented the techniques that promote students' ability to frame questions, brainstorm strategies, and refine solutions.

- Critical thinking skills with Pat Cook, social studies coordinator, pre-K-12, Katy ISD. Ms. Cook discussed tactics for thinking, particularly classroom applications for sharpening students' thinking. These include learning-to-learn skills, content thinking skills, and reasoning skills.

- Group process skills with Robert Helmreich, Professor of Psychology, University of Texas and Director, NASA/UT/FAA Aerospace Crew Research Project. Dr. Helmreich emphasized the need for team work and productive communications within teams.

In addition, Robert Kenyon, Associate Regional Director for the Unemployment Insurance Program, United States Department of Labor; Steffan Palko, President, Cross Timbers Oil Company; Robert Glover, Research Scientist, LBJ School at the University of Texas; and John Stevens, Executive Director, Texas Business and Education Coalition, presented information and research on the competencies that the business world needs on the part of entry-level and advanced employees.

Assessment

Lauren Resnick, Director and Senior Scientist, University of Pittsburgh, presented information on the New Standards Project, in which the Texas Education Agency is a participant. She also made recommendations for performance assessments. In addition, the Committee on Student Learning received a report from David Dunn, Associate Director, Educational Economic Policy Center; Victor Wilson, Texas A&M University; and Sandy Kress, member, Educational Economic Policy Committee, on the findings and recommendations of the Educational Economic Policy Center.

Successful Practices

Several experts presented approaches that show success in developing the desired skills in young people. Rexford Brown, Senior Fellow, Education Commission of the States, provided an overview of improved educational policy and practice by pointing out that teaching children to use their minds fully requires educators to rethink school and the school system entirely. Marian Leibowitz, Educational Consultant, Marian Leibowitz Associates, presented information on a variety of states that are pursuing outcomes-oriented education by determining what students need to know, reforming the conditions that support development of needed skills and knowledge, and revising the roles and responsibilities of school staff.

The Committee on Student Learning also visited schools in the Fort Worth ISD that emphasize applied learning—development of skills and knowledge that students will need in the workplace and in other adult roles. In addition, the Committee received information from Bessie Hickman, principal, J. Will Jones Accelerated Elementary School, Houston ISD; Valerie Johnson and Marla Leggett, teachers, Hollibrook Accelerated School, Spring Branch ISD, on accelerated learning. This program emphasizes the ability of all children to learn and to do so at a challenging pace that holds high expectations for all students.

Policies and Practices in Texas

Status reports on key state educational initiatives in Texas were presented periodically to the Committee on Student Learning. Topics covered included:

- the student assessment program;
- the Academic Excellence Indicator System;
- the work of the Ad Hoc Committee on Student Outcome Goals;
- professional preparation and development;
- "Spotlight on the Middle," the report of the Task Force on Middle School Education; and
- "One Student at a Time," the report of the Task Force on High School Education.

Discussion of Issues

In considering the above information, the Committee discussed related issues and questions. While resolutions on these questions have not been reached, Committee members honed perspectives that are reflected in the recommendations and actions summarized in the following section.

Outcomes-driven Education

On this topic, the Committee discussed the following questions:

- How will outcomes-driven education affect policies and practices regarding the curriculum, promotion and graduation requirements, student testing, and professional development?
- What is the school's capacity to change from current practices to a focus on outcomes?
- How should the state-level student outcomes be derived?
- What will be the relationship between state and local outcomes?

Essential Skills and Knowledge

On this topic, the Committee discussed:

- What essential skills are missing from the current curriculum?
- Once essential skills are determined, how can the curriculum be revised to incorporate and promote them?

ASSESSMENT

The key decision points regarding student assessment that the Committee discussed are:

- What should be assessed?
- What type of measurement should be used?
- At what grade levels should assessment be undertaken?
- When during the year should assessment take place?
- How much time should be devoted to student assessment for state accountability purposes?

SUCCESSFUL PRACTICES

Regarding successful programs and practices that they heard about and observed, the Committee asked:

- How can these be promoted in other schools?
- How long does innovation take?
- What are the measures of success?

RECOMMENDATIONS AND ACTIONS

Deciding to focus on the first set of charges during its first year of deliberation, the Committee on Student Learning undertook action in five areas:

- student assessment
- vision statement
- technical advisory committees
- options for deriving student outcomes
- perspectives on essential skills

ASSESSMENT

Student assessment constitutes a major component of the charges to the Committee on Student Learning. Following review of the state's current student assessment program and considerations of alternative approaches, the Committee recommended a Student Assessment Transition Plan to the State Board of Education and The Legislative Education Board (Appendix C). The plan was endorsed by the Legislative Education Board and was approved for implementation by the State Board of Education at its April 11, 1992 meeting.

VISION

The Committee also extensively discussed its vision for public schools in the state. The Committee's Vision Statement opens this report.

TECHNICAL ADVISORY COMMITTEES

The legislature granted to the Committee on Student Learning the authority to establish technical advisory committees to provide research and guidance on its charges. The Committee appointed a Technical Advisory Committee on Assessment and undertook work to designate a Technical Advisory Committee on Developmentally Appropriate Instruction.

The purview and members are contained in Appendix D.

STUDENT OUTCOMES

The Committee on Student Learning recognized that multiple approaches are available for determining the state's student outcomes. After reviewing the outcomes and procedures of other states, the committee appointed a sub-committee to consider various strategies in detail. The members are: Laura Allard, Mary McFarland, and Glenda Barron (representing Kenneth Ashworth).

ESSENTIAL SKILLS

In regard to outcomes and essential skills, the Committee agreed to place priority on group process, critical thinking, and problem-solving skills.

PROJECTED ACTIVITIES

Projected activities for 1993 include establishment of additional technical advisory committees, planning and undertaking a strategy to determine state student outcomes which are comprehensive, high quality, and useful, and making further recommendations regarding student assessment.

APPENDIX A:

AGENDAS AND MINUTES OF THE COMMITTEE ON STUDENT LEARNING

13

AGENDA

Committee on Student Learning

January 31, 1992
11:00 a.m. - 3:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

1. Charge to the Committee
   (Presented by Lionel R. Meno)

   This item will include a presentation and discussion of the legislation creating the committee. The committee's responsibilities and relationship with the State Board of Education will be included.

2. Briefing on Current Essential Elements and Assessment Program
   (Presented by Marvin Veselka)

3. Interrelationship of Essential Elements and Assessment with Academic Excellence Indicator System and Accreditation
   (Presented by Lionel R. Meno)

4. Discussion of Work Plan
   (Presented by Lionel R. Meno)

   - Timeline and schedule of future meetings
   - Advisory and technical committees
   - Procedures for obtaining public comment

5. Discussion of Travel Regulations
   (Presented by Marvin Veselka)

   This item will acquaint the committee with State requirements governing reimbursement of travel expenses.

Report of the Committee on Student Learning
January 31, 1992

The Committee on Student Learning met at 11:00 a.m. on Friday, January 31, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Meno, chairman; Mrs. Allard, Mrs. Cozart, Dr. Crawford, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Mrs. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Kenneth Ashworth and Mrs. Iris Carl.

1. Charge to the Committee

   Dr. Lionel R. Meno, chairman, Committee on Student Learning, reviewed with the committee the relationships between the Committee on Student Learning, the Legislative Education Board, and the State Board of Education. The committee's responsibilities, which are set forth in statute, were also reviewed. Dr. Meno stated that the intent behind this legislation was to have a broad-based committee which would consider in depth the skills and knowledge that students need to be successful in the real world and methods of assessing those skills and knowledge to determine the success of the instructional program.

   Dr. Meno also briefed the committee on the Educational Economic Policy Committee (EEPC), which was created to study the elements of a quality educational system and to provide greater accountability. The EEPC has asked for a statewide accountability study. Staff involved in the study will be invited to attend meetings of the Committee on Student Learning.

2. Briefing on Current Essential Elements and Assessment Program

   Mr. Marvin Veselka, associate commissioner for curriculum and assessment, briefed the committee on the process that culminated in the development of a statewide curriculum. He reviewed previous state statutes relating to curriculum and described the cluster process, a series of meetings involving hundreds of educators across the state, that identified the essential curriculum elements and later served as the vehicle for a five-year review of the curriculum. The effects of the review on the essential elements and programs affected by changes in the essential elements were discussed.

   Mr. Veselka also briefed the committee on the history of the student testing program in the state. He reviewed the development of the Texas Assessment of Basic Skills (TABS), Texas Educational Assessment of Minimum Skills (TEAMS), and the current Texas Assessment of Academic Skills (TAAS). He explained that reading, writing, and mathematics are assessed in the TAAS. Social studies and science pilot tests were conducted in 1991; those tests must be in place by 1994. The committee discussed the differences between TEAMS and TAAS; i.e., TEAMS was a measure of minimum skills, whereas TAAS measures academic skills including higher order thinking and problem solving. Difficulties in implementing the TAAS were reviewed in detail, particularly that the same kinds of drill and practice used for the TEAMS are not effective because of the higher order skills measured by TAAS. The need for staff development for teachers was emphasized.

3. Interrelationship of Essential Elements and Assessment with Academic Indicator System and Accreditation

Dr. Meno distributed a chart that focused on the importance of establishing desired student outcomes. At present, the essential elements are in place, and they are based on process. Moving to outcomes, rather than process, will yield standards against which an assessment systems could be developed. In addition, the whole curriculum could be assessed, whereas at present the TAAS measures only reading, writing, and mathematics.

The Academic Excellence Indicator System, which reflects the results of the assessment program along with other indicators of student achievement, would also be strengthened if the indicators related to outcomes. The accreditation system which in the past was based on process, needs to be turned around so that accreditation is based on outcomes, and the academic excellence indicator system would be the primary determinant of accreditation.

Dr. Meno reviewed a number of recommendations for change in all four of these areas. These are set forth in detail in the committee's agenda materials in a document titled *A Plan for Improved Student Achievement Accountability*. He explained that the proposed changes have been discussed with the State Board of Education. The board can act to change the accreditation process and to modify the academic excellence indicators. The board cannot, however, adopt changes in the assessment program until the Committee on Student Learning makes its recommendations. Dr. Meno stated that this issue will be an early decision point for the committee.

4. Discussion of Work Plan

Dr. Meno stated that he wants to ask the committee to act at its next meeting on the recommendations for interim changes in assessment, academic excellence indicators, and accreditation. Recommendations will be mailed to committee members prior to the next meeting. In addition, the committee could consider reports of studies about what students need to know and be able to do in order to be successful. Summaries of national reports could be provided for review. The committee would then select those reports which they might wish to consider in greater depth. Authors could be invited to make 1 1/2 hour presentations on each major report, with opportunities for questions and answers. The presentations could be videotaped for use across the state. In addition, summaries of the presentations could be prepared for statewide distribution.

After the committee completes its review of outcomes, Dr. Meno said a similar process could be used to review assessment practices. The committee could hear presentations on alternative assessment measures such as portfolio approaches and expanded performance data gathered in multiple measures and integrated into the instructional program. At that point the committee could act on two critical areas: outcomes and assessment. Dr. Meno stated that if the committee holds one meeting per month, it appears they could make recommendations sometime this fall. After discussion, it was agreed that the commissioner would implement the proposed work plan. It was also agreed that the committee would meet next on February 19, 1992, because it appears the Governor could join the committee in its deliberations.

5. Discussion of Travel Regulations

Mr. Veselka reviewed travel voucher forms and regulations about travel expense reimbursement for the committee.

The committee adjourned at 12:50 p.m.

AGENDA

Committee on Student Learning

February 19, 1992
2:00 p.m. - 5:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

1. Introduction and Comments

2. Proposal for Changes in the Student Assessment System
(Presented by Lionel R. Meno)

   This item will present a proposal for expanding the assessment program to cover a fuller range of the essential elements, for changing the time of year that assessments would be conducted, and will specify the types of measures to be used. The committee will be asked to recommend that the State Board of Education approve the proposal at the next board meeting scheduled for March 13, 1992. (Attachment)

3. Summary of Key Reports Relating to Student Outcomes
(Presented by Marvin Veselka)

   This will be a summary of the Secretary's Commission on Achieving Necessary Skills (SCANS) report published by the U. S. Department of Labor, the Texas Business and Education Coalition report, an initiative of the Texas Chamber of Commerce, and Workforce 2000 published by the Hudson Institute. The summary will focus on the kinds of student outcomes expected by employers. As a result of this discussion, the committee will invite authors of some of these reports to attend future meetings.

4. Consideration of Additional Outcome Report Summaries
(Presented by Marvin Veselka)

   A proposal for future summary reports will be presented. The first report focuses on employers; future reports would focus on other kinds of real-world requirements for student outcomes.

Report of the Committee on Student Learning
February 19, 1992

The Committee on Student Learning met at 2:00 p.m. on Wednesday, February 19, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Lionel R. Meno, chairman; Mrs. Allard, Mrs. Carl, Mrs. Cozart, Dr. Crawford, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Mrs. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. Member absent was Dr. Kenneth Ashworth. Dr. William H. Sanford, Texas Higher Education Coordinating Board, attended the meeting on behalf of Dr. Ashworth.

1. Dr. Lionel R. Meno, chairman, Committee on Student Learning, reported that Governor Richards was unable to attend the meeting as planned and will try again at a later date. He presented an overview of the agenda. It was agreed that committee members would place items on the agenda by calling Mr. Marvin Veselka, associate commissioner for curriculum and assessment, and that in the future preliminary agendas would be mailed to the committee approximately ten days prior to each meeting.

   Mr. Veselka also briefed the committee on the following:

   - Payment for partial per diem

     It was explained that, because of a ruling of the Internal Revenue Service, payment of per diem for travel not involving an overnight stay must be treated as income. Committee members will be given the choice of either receiving the per diem payments and having them reported as income or not being reimbursed.

   - Attendance at conferences

     Since registration fees can be expensive, there is a question whether the budget for the Committee on Student Learning would be adequate if all members attended a number of conferences. It was agreed that because of the magnitude of the committee's work, most educational entities would welcome committee members' attendance. Staff will attempt to have registration fees waived for committee members.

   - Travel expense for conferences

     Travel expenses could pose the same kinds of budgetary problems as conference registration fees. It was agreed that for conferences committee members might want to decide on a particular level of representation.

2. Proposal for Changes in the Student Assessment System

   Mr. Veselka stated that the proposal addresses the issues of how to assess student outcomes with measures that are accurate, efficient, and that assess across the curriculum. The proposed assessment system would move away from so much testing and move toward comprehensive and efficient performance-based assessment, not necessarily involving paper and pencil tests. Although the traditional measures are very reliable, they are also very narrow about the parts of the curriculum that are assessed. It was emphasized that the changes cannot be accomplished in a hurry; Texas is involved in activities going on nationally in assessment, and also is working in several consortia to address these issues.

The recommended modifications to the assessment program are as follows:

- Administration of assessment system based on outcomes within and across content areas that represent the full range of essential elements
- Redesign of assessment program to be based primarily on performance tasks, projects, portfolios, and criterion-referenced tests and a norm-referenced program that is reduced in scope
- Provision of assessment checkpoints at critical times in K-12 sequence—Grades 4, 8, and 10
- Establishment of assessment as an end-of-year activity in which information from performance and portfolio measures is summarized and end-of-course tests are administered

Concern was expressed about documenting assessment under the proposed system, and it was agreed that staff development is necessary; standards of performance need to be developed, and teachers need to be trained in measuring against a standard and providing feedback to students. Dr. Meno noted that this kind of assessment system will not be in place by spring 1993. The committee noted that teachers need to be fully involved in the development of assessment measures.

A question was raised about how assessment fits into an accountability system and about the work of the Educational Economic Policy Committee (EEPC). It was explained that the EEPC is looking at accountability models all across the country, but that the Committee on Student Learning is setting the basic criteria for which an accountability system would be designed.

Frequency of proposed assessments was discussed, as well as the time of year for assessments, problems with the current norm-referenced testing, and end-of-course proficiency tests.

Difficulties were noted with end-of-year testing with schools operating on a year-round basis. It was explained that the proposed assessment plan would go through a three-reading process before the State Board of Education beginning with the board's March 1992 meeting and that he board has procedures for receiving public comment at each meeting.

The five major decision points in developing a proposed student assessment system were reviewed:

- Decision Point 1. Content Assessed

  The future assessment strategy would be based upon outcomes. These outcomes summarize learnings from a full range of the curriculum and the essential elements. As outcomes are assessed within content areas and across content areas, achievement information can be summarized by both outcomes and program content.

- Decision Point 2. Types of Measurement

  In accordance with law, the future assessment program will be primarily performance based. This measurement strategy can be better aligned with, or integrated into, good instruction. Research is underway and will have to be expanded to demonstrate the best manner in which results from performance measures and portfolios can be obtained for accountability purposes. It is envisioned that the assessment program will consist of a combination of standardized paper and pencil measures and performance measures.

- Decision Point 3. Grades to be Tested

  It is recommended that assessment be conducted at Grades 4, 8, and exit level. The exit level assessment would first be taken by students at the end of the 10th grade.

  Curriculum staff studied the essential elements and debated critical times in the K-12 sequence when assessment should occur. The conclusion was to assess at Grade 8 and upon exiting high school. It was also recommended that state assessment occur at one elementary grade. Assessment at Grades 4, 8, and exit level coincides with other state and national plans.

- Decision Point 4. Assessment Schedule

  Since the primary purpose is to provide accountability data, assessment is seen as an end-of-year activity. This means the performance and portfolio measures used during the year would be summarized and reported at the end of the year. Also, standardized traditional measures would be conducted at the end of the year or at the end of specific courses.

  End-of-course examinations in selected high school subjects provide excellent information for the indicator system while assuring that high standards are maintained across districts and campuses. The proposed plan presents a strategy for making a transition to end-of-year assessments.

- Decision Point 5. Student Time

  The current assessment program requires an excessive amount of instructional time. An outcome-based assessment system at Grades 4, 8, and exit would be more efficient.

  Dr. Kirkpatrick recommended that the Committee on Student Learning approve the entire plan for recommendation to the State Board of Education, with the understanding that the board would receive input from professional organizations.

  Dr. Meno noted that the work of the Committee on Student Learning is reported at each regular meeting of the Legislative Education Board. In addition, key legislative staff members are briefed prior to each of the committee's meetings. This helps to insure that any actions taken by the committee will have the support of state legislative leadership.

  After further discussion of problems related to norm-referenced testing, limitations of TEAMS tests, possibility of comparisons from state to state using recognized benchmarks such as those developed by the National Council of Mathematics, Dr. Sanford expressed his support for Dr. Kirkpatrick's recommendation and urged the committee to make a commitment to the proposed changes. It was then moved by Dr. Kirkpatrick, seconded by Dr. Funkhouser, and carried by unanimous vote to recommend approval of the proposed changes in the student assessment system and the proposed student assessment transition plan to the State Board of Education.

3. Summary of Key Reports Relating to Student Outcomes

   Mr. Veselka presented summaries of the following reports:

   - *Report of The Secondary's Commission on Achieving Necessary Skills (SCANS)*, published by the U.S. Department of Labor

- *Work Force 2000*, published by the Hudson Institute
- *Report of the Texas Business and Education Coalition (TBEC)*, an initiative of the Texas Chamber of Commerce

Dr. Philip Gehring, executive assistant in the department of curriculum and assessment, provided brief summaries of ten additional reports:

- *From School to Work, Policy Information Report*, Educational Testing Service
- *Children of Promise: Project A+, The Plus for Austin's Schools*, Austin Independent School District/International Business Machines
- *Fort Worth: Project C², Preparing Today's Students for Tomorrows' Workforce*, Fort Worth ISD
- *Final Report: The Adult Performance Level Study*, Texas Education Agency
- *ANALYSIS, Texas Business Gives Public Schools a Passing Grade, Barely*, Texas Research League
- *America's Choice: High Skills or Low Wages, The Report of the Commission on the Skills of the American Workforce*, National Center on Education and the Economy, Ira C. Magaziner, and Ray Marshall
- *The School to Work Connection*, U.S. Department of Labor, Employment and Training Administration
- *The Neglected Majority*, Dale Parnell
- *The Learning Enterprise*, Anthony P. Carnevale and Leila J. Gainer

4. Dr. Meno stated that summaries of additional reports will be furnished to committee members and asked committee members for their recommendations on important issues. Committee members suggested several additional reports, books, and authors for consideration at future meetings:

   - presentation by Dr. Lauren B. Resnick, University of Pittsburgh, member of Secretary's Commission on Achieving Necessary Skills (SCANS)
   - presentation on Texas GLOBE Scholars Program, a Greater Longview Business and Education initiative
   - *Horace's School*, Dr. Theodore Sizer
   - a presentation by Dr. William Spady on outcomes-based education
   - reports from other states with model portfolio assessments
   - a presentation on national certification by Lee Schulman, professor of education, Stanford University
   - *The Forgotten Half, Pathways to Success for America's Youth and Young Families*, The William T. Grant Foundation Commission on Work, Family, and Citizenship
   - *Achieving Workforce Competitiveness*, published by the Career College Association

Dr. Meno stated that the report of the Secretary's Commission on Achieving Necessary Skills (SCANS) and America's Choice, High Skills or Low Wages, National Center on Education and the Economy, are two very important reports. Staff will arrange for expert sessions on these two reports for the committee's next meeting. Dr. Crawford noted that the State of Oregon has adopted a plan in line with the recommendations in America's Choice and indicated it might be useful for the committee to hear from a state that is beginning to implement change. It was agreed that expert sessions would be held regarding the change movement in Oregon, the SCANS report, and America's Choice at the Committee's March 23, 1992 meeting. These sessions will be videotaped for distribution around the state.

Mr. Veselka stated that preliminary agendas will be sent to committee members in approximately two weeks.

The committee adjourned at 5:00 p.m.

AGENDA

Committee on Student Learning

March 23, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

1. Introduction and comments

2. Presentation: What Work Requires of Schools: A Report of the Secretary's Commission on Achieving Necessary Skills (SCANS) for America 2000, and Project C^3 from Ft. Worth ISD

   This presentation will be made by Robert Kenyon, associate regional director for the Unemployment Insurance Program, United States Department of Labor, who will discuss the SCANS report. Steffen Palco, president, Cross Timbers Oil Company and a member of the SCANS Commission, will address the committee on Project C^3, an initiative of the Ft. Worth ISD.

3. Presentation: Oregon Education Reform

   This presentation will be made by Rex Crouse, specialist on the 21st Century Schools Council, at the Oregon Department of Education. He will address the committee on Oregon's current reform effort. Mr. Crouse will discuss the goals of the Oregon State Board of Education and the priorities of the State Superintendent of Public Instruction.

4. Presentation: America's Choice: High Skills or Low Wages!

   This presentation will be made by Robert W. Glover, research scientist at The University of Texas at Austin. Dr. Glover will present information about recommendations contained in the 1990 report of the Commission on the Skills of the American Workforce.

5. Election of Co-Chair

   This item is being scheduled at the request of the chair of the committee to assure that the committee is able to function in the absence of the chair.

6. Summary of Reports Relating to Student Outcomes
   Summaries will be presented of additional reports on the bibliography furnished to the committee members at the first meeting.

Report of the Committee on Student Learning
March 23, 1992

The Committee on Student Learning met at 9:00 a.m. on Monday, March 23, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Lionel R. Meno, chairman; Mrs. Allard, Mrs. Carl, Mrs. Cozart, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Mrs. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Ashworth and Dr. Crawford. Ms. Glenda Barron, Texas Higher Education Coordinating Board, attended the meeting on behalf of Dr. Kenneth Ashworth.

1. Dr. Lionel R. Meno, chairman, Committee on Student Learning, noted that the committee would hear presentations on two major national reports on student outcomes, along with a presentation outlining the state of Oregon's educational reform efforts. All three reports and the committee's discussion will be videotaped. The tapes will be provided to committee members and will also be distributed statewide.

   Dr. Meno indicated that future agendas will include an item that will allow committee members to bring up areas of interest, along with issues they wish to have considered at future meetings. Interest was expressed in the work of related committees, and it was agreed that the committee would receive reports at each of its meetings on the following:

   - State Board of Education Ad Hoc Committee on Student Outcome Goals
   - State Board of Education Task Force on High School Education
   - State Board of Education Task Force on Professional Preparation and Development

   In addition, committee members will be notified of meeting dates for the State Board of Education, the Legislative Budget Board, and the Legislative Education Board.

2.-4. The committee heard and discussed four presentations as follows:

   - What Work Requires of Schools: A Report of the Secretary's Commission on Achieving Necessary Skills (SCANS) for America 2000 was presented by Robert Kenyon with the Department of Labor, and Project C3 from Fort Worth ISD, an outgrowth of the work of the SCANS commission, was presented by Steffen Palco, president of Cross Timbers Oil Company in Fort Worth and a member of the SCANS commission.
   - Oregon Education Reform was presented by Rex Crouse, a specialist on the 21st Century Schools Council in the Oregon Department of Education.
   - America's Choice: High Skills or Low Wages was presented by Dr. Robert Glover, a research scientist at the University of Texas.

5. Anne Cozart nominated Sally Hampton for vice-chair, and Dr. Hampton was elected by acclamation.

6. Marvin Veselka, associate commissioner for curriculum and assessment, distributed copies of summaries of 19 additional major reports related to student outcomes and noted that these summaries had been a collaborative effort between agency staff, legislative assistants in the Senate, and the office of the Governor. Mr. Veselka expressed the appreciation by agency staff for the fine work and noted that a majority of the summaries in this volume were prepared outside the agency.

   Mr. Veselka also noted that at the April meeting, a presentation is planned to be made by the Texas Business and Education Coalition at the request of the committee. In addition, invitations will be made to staff in the state departments of education in Minnesota and North Carolina to share with the committee activities in their states that detail their progress toward outcomes-based education. At the May meeting, a presentation is planned by Dr. William Spady with the High Success Network on implementing outcomes-based education. Lisa Schaffer asked that Dr. Lauren Resnick, director and senior scientist, Learning Research and Development Center, University of Pittsburgh, be invited to speak, and it was agreed that she would be asked to make a presentation at the May meeting also.

The committee adjourned at 3:40 p.m.

AGENDA

Committee on Student Learning

Friday, April 24, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

1. Introduction and comments
2. Presentation: Lauren Resnick, director and senior scientist, Learning Research and Development Center, University of Pittsburgh
3. Presentation: Texas Business and Education Coalition
4. Updates on Existing Initiatives
   - Ad Hoc Committee on Student Outcome Goals
   - Task Force on High School Education
   - Recommended Preparation Programs
   - Task Force on Professional Preparation and Development
5. Reports by CSL members
6. Proposed Future Meeting Dates
   - Thursday and Friday, June 25-26, 1992
   - Thursday and Friday, July 16-17, 1992
   - Friday, September 18, 1992
   - Friday, October 23, 1992

Report of the Committee on Student Learning
April 24, 1992

The Committee on Student Learning met at 9:00 a.m. on Friday, April 24, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Meno, chairman; Mrs. Allard, Mrs. Carl, Mrs. Cozart, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Mrs. Hardy, Mrs. Hull, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Ashworth, Dr. Kirkpatrick, and Mrs. Lujan.

1. Dr. Lionel R. Meno, chairman, Committee on Student Learning, noted that the State Board of Education had unanimously approved the proposed student assessment plan exactly as the Committee on Student Learning had recommended it. He also reported that he had reviewed the videotapes of the presentations made at the committee's March meeting. The presentations were excellent, and the camera work was very good. Copies will be sent to committee members, and the tapes will receive wide distribution to school districts and education service centers. Dr. Meno indicated that committee members might want to structure workshops around the videotapes.

2.-3. The committee heard and discussed three presentations as follows:

- The New Standards Project was presented by Dr. Lauren Resnick, director and senior scientist at the Learning Research and Development Center, University of Pittsburgh
- Mr. Sam J. Zigrossi, Austin site manager of education, International Business Machines Corporation, discussed with the committee IBM's proposed pre-employment assessment for entry level jobs, and the basic skills and knowledge required of all employees, and recommendations for school standards and activities.
- Mr. John Stevens, executive director of the Texas Business and Education Coalition, presented an overview of the coalition and of the Texas Scholars Program.

4. The committee heard and discussed updates on three agency initiatives as follows:

- Task Force on High School Education—Dr. Robert Woodson, program manager for the high school task force, discussed with the committee the task force's membership, its charge, and the relationship between the task force charge and task force products. He reviewed the meetings of the task force and its schedule for public hearings. He distributed a draft policy statement and indicated that the policy statement is tentatively scheduled for adoption by the State Board of Education at its July 1992 meeting. A statewide conference is scheduled to be held in the fall.
  - Recommended Preparation Programs—Mr. Marvin Veselka, associate commissioner for curriculum and assessment, reviewed a draft document outlining a recommended core curriculum for high school students, including a college preparation program, a career preparation program, and a technical preparation program.
- Ad Hoc Committee on Student Outcome Goals—Mr. Veselka reported that the committee has met twice. The second meeting was held in conjunction with the high school task force, and both groups heard testimony from business and community leaders about the kinds of skills and abilities that high school students need as they enter the real world.

The committee's next meeting will be held jointly with the State Board of Education's Committee on Long-Range Planning on May 8, 1992. The committee will consider a proposed process to develop a student outcome goals policy statement. Mr. Veselka reviewed the proposed process with the Committee on Student Learning.

- Task Force on Professional Preparation and Development—Dr. Lynda Haynes, division director, Professional Staff Development, reviewed the work of the task force and distributed a document setting forth the task force's philosophy, its assumptions, a series of policy statements, and the dates and places of scheduled public hearings. After discussion of the relationship of the work of the task force to the deliberations of the Committee on Student Learning on staff development, it was agreed that this item will be on future agendas. Dr. Haynes will report back to the committee after the public hearings have been completed to discuss issues such as middle school certification programs and reports on activities in other states.

5. Reports by Committee on Student Learning Members—Dr. Hampton requested that at the May meeting one-half day be reserved to give the committee an opportunity to discuss all the issues that have been raised as the committee has begun its work on student outcomes and assessment. Mr. Veselka noted that only one speaker has been invited; the morning session can be reserved for the speaker, and the afternoon can be devoted to a work session for the committee.

   For information and/or future agendas, committee members made the following suggestions:

   - Blueprints for assessments in other states; e.g., Maryland, California, Oregon, Arizona
   - Final report of the Secretary's Commission on Achieving Necessary Skills (SCANS)
   - Information from or reports by Richard King (Missouri), James Block (University of California at Santa Barbara), John Champlin (University of Arizona), Lois Easton (Arizona)

6. Proposed Future Meeting Dates—The committee agreed on the following calendar for the remainder of the year:

   Thursday and Friday, June 25-26, 1992
   Thursday and Friday, July 16-17, 1992
   Friday, September 18, 1992
   Friday, October 23, 1992
   Friday, November 20, 1992

The committee adjourned at 3:35 p.m.

AGENDA

Committee on Student Learning

May 15, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

1. Introduction and comments
2. Presentation: William Spady, director, The High Success Network on Outcome-Based Education (9:00 a.m. - Noon)
3. Committee Work Session (1:00 p.m. - 3:30 p.m.)
4. Updates on Existing Initiatives (if necessary)
   - Ad Hoc Committee on Student Outcome Goals
   - Task Force on Professional Preparation and Development
5. Reports by Committee Members
6. Planning for June Meeting

Report of the Committee on Student Learning
May 15, 1992

The Committee on Student Learning met at 9:00 a.m. on Friday, May 15, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Meno, chairman; Mrs. Allard, Mrs. Carl, Mrs. Cozart, Mr. Dewey, Dr. Hampton, Mrs. Hardy, Mrs. Hull, Ms. McFarland, and Miss Schaffer. The following members were absent: Dr. Ashworth, Dr. Funkhouser, and Mrs. Ramirez.

1. Introduction and Comments—Dr. Lionel R. Meno, chairman, Committee on Student Learning, reviewed the agenda and introduced Dr. William Spady with the High Success Network on Outcome-Based Education.

2. The committee heard and discussed the presentation by Dr. William Spady, who described an overview of outcome-based education, redefining the paradigm of American education.

3.-4. Marvin Veselka, associate commissioner for curriculum and assessment, reviewed with the committee a process to be proposed to the State Board of Education's Ad Hoc Committee on Student Outcome Goals to develop a policy statement for the board concerning student outcome goals. The policy development process would involve broad-based input from members of the board, educators, business/community members, the Committee on Student Learning, and legislators. Input would be derived from regional and state meetings based on discussions of future conditions and consensus regarding performance outcomes required for successful employment and living.

   Iris Carl asked whether these outcome goals are the same as the student outcomes described by Dr. Spady in his presentation. Dr. Meno responded that these would be broader goal statements and would provide the parameters. Some goals would be obvious, such as being a good citizen, while others are less clear. For example, is teaching students to be good family members the responsibility of public schools? He stated he hopes that this policy statement will reflect the broad goals for which schools would be responsible. The Committee on Student Learning would then develop specific outcomes and develop assessment strategies.

   Dr. Meno explained that the proposed process would be facilitated by leaders in outcome-based education, that it is still in the planning stages, and inquired whether this process would be out of sync with the work of the Committee on Student Learning. The committee discussed the proposed process. Mary McFarland noted that the process represents a change in basic concepts and emphasized the need to educate the public at large of the scope of what is being proposed and the vision of the future that is causing the need for reform. Mr. Veselka agreed that a strong media campaign will be a key component and should begin to focus on future conditions.

   The need to involve the higher education community was discussed, and it was agreed that this would need to be an integral part of the process. Dr. Crawford noted that part of the Legislature's charge to the Committee on Student Learning is to make recommendations for modifying college and university entrance requirements that inhibit public schools from adopting strategies that are designed to ensure that students achieve essential knowledge and skills.

Andrew Dewey commented that as the committee begins to look at student outcomes no one particular model should be used. Dr. Meno noted that the committee might even want to coin a new term such as real work expectations or real world requirements. Laura Allard agreed and reinforced the concern that the level of public awareness must be raised.

Dr. Meno noted that the committee has heard a number of speakers on the issue of student outcomes and that those speakers have not subscribed to any particular point of view; in fact, they are not always in agreement. The committee needs to take a multi-faceted approach. There is no need to limit the committee's work to only one model, but instead to be aware of all the work being done to restructure instruction. In addition, the committee needs to focus on the kinds of staff development necessary to bring about institutional change.

After additional discussion, committee members asked Dr. Meno to review again his vision of a restructured system. Dr. Meno stated that the committee needs to focus on how children learn; how to get this information to the campus level; and how to design an assessment system that really measures what students need to know and be able to do.

The committee discussed future directions and agreed to focus on problem solving, critical thinking, and group process. Committee members also requested information on educational reform activities in other states, including assessment strategies.

5. Laura Allard shared with committee members articles related to developmental learning. She stated that schools need to adapt their environments to meet the differing developmental needs of children and that the committee needs to consider the following issues in its deliberations:

   - Time
   - Developmental differences vs. failure
   - Labels
   - Flexibility
   - Staff Development
   - Communication

   She reiterated her belief that these are critical issues and asked:

   If not the Committee on Student Learning—Who?
   If not here—Where?
   If not now—When?

   Anne Cozart expressed concern over the September 1992 testing date for the elementary grades. Dr. Meno explained the process used to derive the testing dates and stated he would raise the issue again with his advisory council of superintendents, elementary principals' association, and teacher organizations.

The committee adjourned at 3:35 p.m.

AGENDA

Committee on Student Learning

Thursday, June 25, 1992
9:00 a.m. - 4:00 p.m.

and

Friday, June 26, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

Thursday, June 25

1. Introduction and comments

2. Training Individuals to Work in Groups: Experience from Aviation

   This presentation will be made by Dr. Robert Helmreich, professor of psychology from the University of Texas at Austin, who has studied cooperative work arrangements with airline flight crews, and has worked with NASA to train astronauts to work together on extended trips in space.

3. Transforming Teaching and Learning: The Imperative of the 90s

   This presentation will be made by Dr. Marian Leibowitz, a nationally known leader in problem solving and performance demonstrated through relevant experiences.

   The focus of this presentation will be on a process to determine what we want students to know and be able to do, what conditions support that knowing, how will we know what they know, and how must we redefine roles and responsibilities and what we know as schools to make the vision a reality.

4. Tactics for Thinking

   This presentation will be made by Ms. Pat Cook, social studies supervisor in Katy ISD. Tactics for Thinking is a program which teaches students to think critically.

AGENDA

Committee on Student Learning

Friday, June 26, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

Friday, June 26

1. Work Session
   - Review of tentative July agenda
   - Comments and Reports from CSL members
   - Determination of Next Steps

11:30 - 1:00 p.m.—LUNCH ON YOUR OWN

2. Updates on Existing Initiatives
   - Strategic Plan for Texas Education Agency
     Presenter: Ann Smisko, interim director, Governmental Relations, Texas Education Agency
   - Task Force on Professional Preparation and Development
     Presenter: Lynda Haynes, director, Teacher Education, Texas Education Agency
   - Ad Hoc Committee on Student Outcome Goals
     Presenter: Marvin Veselka, associate commissioner for curriculum and assessment, Texas Education Agency

Report of the Committee on Student Learning
June 25 - 26, 1992

The Committee on Student Learning met at 9:00 a.m. on Thursday, June 25, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Meno, chairman; Mrs. Allard, Mrs. Carl, Mrs. Cozart, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Ashworth, Dr. Crawford, and Ms. Hardy. Dr. William Sanford attended the meeting on behalf of Dr. Ashworth.

1. Introduction and Comments

   Dr. Meno, chairman, Committee on Student Learning reviewed the agenda and reminded the committee that the two-day meeting would allow the committee to hear additional information and have an opportunity to discuss in detail the legislative charges to the committee.

   Mr. Veselka reported that the videotapes of Lauren Resnick's presentation "The New Standards Project," were available for distribution.

   Dr. Meno said he was pleased to report at a recent meeting with the Governor and the Texas 2000 group that the Committee on Student Learning presenters are being videotaped. Dr. Meno feels this is a good mechanism for having the tapes distributed to Texas Business and Education Coalition groups.

2.-4. The committee heard and discussed three presentations as follows:

- Group Dynamics and Team Effectiveness: Lessons from Aviation and Their Implications for Education was presented by Dr. Robert Helmreich, professor of psychology, The University of Texas at Austin and director, NASA/UT/FAA Aerospace Crew Research Project

- Dr. Marian Leibowitz, educational consultant, Marian Leibowitz Associates, discussed with the committee a process to determine what we want students to know and be able to do, what conditions will promote that knowing, how will we know what students know, and how must we redefine roles and responsibilities and what we know as schools to make the vision a reality.

- Tactics for Thinking, a program which teaches students to think critically was presented by Ms. Pat Cook, social studies supervisor in Katy Independent School District.

After presentations the committee recessed at 3:25 p.m. to reconvene at 9:00 a.m. on Friday, June 26, 1992, in Room 1-104 of the William B. Travis Building.

The Committee on Student Learning reconvened at 9:00 a.m. in Room 1-104 of the William B. Travis Building with the following members present: Mrs. Allard, Mrs. Cozart, Mr. Dewey, Dr. Funkhouser, Mrs. Hull, Dr. Kirkpatrick, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Ashworth, Mrs. Carl, Dr. Crawford, Dr. Hampton, Ms. Hardy, Mrs. Lujan, and Dr. Meno. Dr. Bill Sanford attended on behalf of Dr. Kenneth Ashworth.

Marvin Veselka stated that Friday's meeting would be an opportunity for committee members to reflect on what they have been hearing from the various presenters and have an opportunity to reflect on the presentations in terms of committee functions and what staff can do to facilitate the charges to the committee and to determine if there are other initiatives the committee would like to see brought forward.

To facilitate the discussion process Mr. Veselka distributed an outline of the charges and responsibilities of the committee as developed by Mrs. Allard.

Mrs. Allard stated this was a working document only. She listed the charges and responsibilities of the committee, as she sees it, and some recommendations for meeting those charges. Members were appreciative of the document and asked that the chart be expanded to include columns for other groups who might be working on a particular charge.

Mr. Veselka reported that the Legislative Education Board had accepted the committee's recommendations for the statewide assessment programs to be conducted at grades 4, 8, and 10. (Mr. Veselka also noted that agency staff has committed to assisting districts in developing formative assessment at other grades.)

Mrs. Allard feels the committee will have the flexibility to address many important areas of concern, such as:

- school reorganization
- grouping
- flexible movement
- nine month learning segments
- grouping and regrouping based on mastery and acceleration for all students
- statewide staff development
- summer school
- year round school
- developmental learning opportunities
- multi-age grouping
- technical assistance/leadership—role the Texas Education Agency and Education Service Centers will play in the work of the Committee on Student Learning
- using information from partnership and mentor schools

As committee members reviewed their charges and responsibilities the following issues were discussed:

- Will the Committee on Student Learning recommend loosening mandates?
- Recommendations by the Committee on Student Learning should encourage flexibility for programs with positive impact.

- Statute calls for the committee to look at school district policies, budget procedures, and other factors that inhibit schools from adopting strategies designed to ensure that students achieve essential skills and knowledge. Such policies might be length of school year, length of courses, and grouping of students by age.
- The committee could find out which rules and regulations prohibit school districts from having successful programs and then allow school districts the flexibility to be successful.
- Provide schools with models that can be adopted if schools choose to do so.
- The goal of the Committee on Student Learning is outcomes-not necessarily how goals are reached.
- As the committee pursues their work in terms of making recommendations for changes to state law and rules they will need to reflect on the presentations that have been made to the committee and look ahead to the future. What will be required of schools as defined by the Committee on Student Learning by the year 2000?
- The Committee on Student Learning needs to focus on students. Address the climate in which students are coming to school; look at reality.

Dr. Sanford stated he feels there are two charges to the committee—1) put out a lot of good ideas and point people in that direction and 2) "loosen up the strings" that prohibit schools from going in that direction, but not create the new perfect answer.

Dr. Kirkpatrick stated he is encouraged by the changes he is seeing in his district because of high expectations and site-based decision making. He sees his role as changing from superintendent to that of facilitator. As facilitator he is able to find resources for his staff, give them time off for staff development, and help them formulate plans. Dr. Kirkpatrick sees a rejuvenation among his staff because of the flexibility they are allowed as professionals and collaborators.

Dr. Zamora suggested that the committee should look at schools of the future. Should Carnegie units be required? What outcomes do students need to be successful?

Mrs. Ramirez suggested that the committee establish a time line for each charge of the committee and then at each meeting try to put one charge or responsibility on the agenda for discussion.

Dr. Funkhouser was concerned that there are other groups doing some of the same things that the Committee on Student Learning is required to do. He suggested adding another column to Mrs. Allard's chart showing which groups, if any, that might be working on a particular activity.

After discussion of future meetings, committee members asked staff to provide the following:

- prepare a chart with the charges of the committee outlined, determine what is the intent of each charge, determine if anything has been done to meet the charge either by the Committee on Student Learning or another committee, propose recommendations to meet the charges to the committee, list groups that might be working on the same charge, what changes need to take place to get from current status to desired status
- provide committee members with minutes from other meetings whose work might overlap the work of the Committee on Student Learning as well as a synopsis of this information with regard to specific charge

- follow-up on updates from other meetings/groups

Committee members asked how the real-world outcomes process fits in, and whether any decisions had been made as to the components of the process. Dr. Zamora reported that the process needs to involve as many stakeholders as possible. What the committee sees in its first charge is essential knowledge in curriculum areas. This needs to relate to outcomes; e.g., group process and problem solving. He stated the commissioner of education is still considering the best approach to this process.

It was noted that the outcomes derivation process is critical to the committee's work and that the role of the facilitators will be crucial to the success of the process. Mr. Veselka stated that part of the process would be to train the facilitators to work with the task forces to develop a vision of the future. Ms. McFarland stated that the task forces and others will need to begin to see a global view of the future. Mr. Veselka indicated that he expects the agency will need to conduct a media campaign and information packages of the kind that have been provided to the Committee on Student Learning. In that way, the task forces can focus on the changing world.

It was pointed out that the Texas Business and Education Coalition (TBEC) will be an important and strong resource. Mr. Veselka reported that he had met with John Stevens, the new executive director of TBEC, and had reviewed the outcomes derivation process in order to maximize the effectiveness of the school-business coalitions.

Dr. Zamora said it will be important for the process to have the following components:

- statewide understanding of the need for addressing real-world requirements for all students
- support of all stakeholders
- ownership of real-world requirements by school districts
- implications for future schools and programs

Mr. Veselka encouraged members of the committee to participate in the regional task forces as individuals. Later in the process the final products will be considered by the committee as a whole. He noted the agency has a new director of communications, and that we need to get the word out so that citizens are alerted to the need for change and encouraged to participate. Committee members agreed that it will be important for them to participate in the process at the regional levels; they can provide a background of research that will enrich the work of the task forces.

Dr. Zamora summarized the approach the Committee on Student Learning would like to take in meeting their charges:

- the committee will go back and look at each charge
- they will determine the intent of each charge
- once the intent is determined the Committee will identify the current status of that charge and what they want to do with the intent of that charge

- in order to determine what changes need to occur the committee would like to 1) look at reports presented to the committee, 2) have available to them executive summaries or recommendations made by any other group doing work related to a particular charge to the committee, 3) get State Board of Education summaries or minutes that would be pertinent to the committee's charges
- once the committee has had an opportunity to review the above documents they will then be ready to make recommendations for each charge

Miss Schaffer and Mrs. Ramirez said they believe it is important to prioritize the key issues that need to be addressed. Ms. McFarland stated she would like more information about the role the Committee on Student Learning will have with other committees and that she wants the committee to look at two forces which are at work—1) the global economy and changes that are taking place within the economy and 2) how each individual child is affected and the technology changes which are occurring. Ms. McFarland feels it is the role of the Committee on Student Learning to help each individual student get ready for the changes.

Mr. Veselka noted the committee will have a two-day meeting in July. One day will be devoted to presentations. The second day will be a work session with updates on the following:

- Strategic Plan for the Texas Education Agency
- Task Force on Professional Preparation and Development
- Task Force on High School Education
- Pilot Programs
- Ad Hoc Committee on Student Outcome Goals

The outcomes derivation process will also be discussed in terms of dates, times, and other details. Ms. McFarland noted that Dr. Hampton indicated she would like to make a presentation to the committee.

Mr. Veselka stated that staff is exploring the idea of having a meeting of the Committee on Student Learning in Fort Worth in the fall in order for committee members to become better acquainted with Project C^3. Committee members concurred.

The committee adjourned at 11:50 a.m.

AGENDA

Committee on Student Learning

Thursday, July 16, 1992
9:00 a.m. - 4:00 p.m.
and
Friday, July 17, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

Thursday, July 16

1. Introduction and comments

2. The Accelerated Approach to Learning

   Bessie Hickman, principal, J. Will Jones Elementary School in the Houston ISD, will talk about the accelerated learning model developed by Dr. Henry Levin of Stanford University, which emphasizes a strong core curriculum and acceleration of learning for all students especially those at-risk for academic failure.

3. Accelerated Schools—Schools for the 21st Century

   Valerie Johnson and Marla Leggett, teachers at Hollybrook Elementary School in Spring Branch ISD, will talk about the accelerated school as an exciting and dynamic environment which provides both a way of thinking about academic acceleration for all students and a concrete process for achieving it.

4. A Fact of Life

   This presentation will be made by Bonnie Walker, K-12 mathematics coordinator at Clear Creek ISD. Ms. Walker will define what makes a problem a "problem" and the process of problem solving.

5. The Nature of Science: Science As A Problem Solving Process

   Students can easily develop their problem solving skills by investigating science content. This presentation will discuss the process of problem solving in science and recommend ways in which these skills can be developed in a science classroom.

AGENDA

Committee on Student Learning

Friday, July 17, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

Friday, July 17

1. Work Session
   - Review of legislative charges to Committee on Student Learning
   - Report on New Standards Project and the Use of Assessment Rubrics
     Presenter: Sally Hampton
   - Comments and Reports from CSL members
   - Determination of Next Steps

11:30 - 1:00 p.m.—LUNCH ON YOUR OWN

2. Updates on Existing Initiatives
   - Strategic Plan for the Texas Education Agency
     Presenters: Ann Smisko, interim director, Governmental Relations,
     Roberto Zamora, executive assistant to the commissioner
   - Task Force on Professional Preparation and Development
     Presenter: Lynda Haynes, director, Teacher Education
   - Task Force on High School Education
     Presenter: Rob Woodson, director of programs, Policy, Planning and Evaluation Division
   - Pilot Programs
     Presenter: Rob Woodson

Report of the Committee on Student Learning
July 16 - 17, 1992

The Committee on Student Learning met at 9:00 a.m. on Thursday, July 16, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Meno, chairman; Mrs. Allard, Mrs. Carl, Mrs. Cozart, Dr. Crawford, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Ms. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following member was absent: Dr. Ashworth.

1. Introduction and Comments—Dr. Meno, chairman, Committee on Student Learning, reviewed the agenda.

2.-4. The committee heard and discussed four presentations as follows:

- The Accelerated Approach to Learning—Mrs. Bessie Hickman, principal, J. Will Jones Elementary School, Houston Independent School District, discussed the accelerated learning model developed by Dr. Henry Levin of Stanford University, which emphasizes a strong core curriculum and acceleration of learning for all students especially those at risk for academic failure

- Accelerated Schools: Schools for the 21st Century—Ms. Valerie Johnson and Ms. Marla Leggett, teachers, Hollibrook Accelerated School, Spring Branch Independent School District, talked about the accelerated school as an exciting and dynamic environment which provides both a way of thinking about academic acceleration for all students and a concrete process for achieving it.

- A Fact of Life: Math Problem Solving—Ms. Bonnie Walker, K-12 mathematics coordinator, Clear Creek Independent School District, defined what makes a problem a "problem" and the process of problem solving.

- Science as a Problem Solving Process—Dr. Kenneth W. Heydrick, K-12 science coordinator, Austin Independent School District, discussed the process of problem solving in science and recommended ways in which these skills can be developed in a science classroom.

After the presentations, the committee recessed at 3:55 p.m. to reconvene at 9:00 a.m. on Friday, July 17, 1992, in Room 1-104 of the William B. Travis Building.

The Committee on Student Learning reconvened at 9:00 a.m. on Friday, July 17, 1992, in Room 1-104 of the William B. Travis Building with the following members present: Dr. Meno, chairman; Mrs. Allard, Mrs. Carl, Mrs. Cozart, Dr. Crawford, Mr. Dewey, Dr. Hampton, Mrs. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Ashworth and Dr. Funkhouser.

1. Dr. Meno introduced a document that outlined the responsibilities of the committee mandated by House Bill 2885 (72nd Texas Legislature, Regular Session). The document lists nine legislative charges or responsibilities which Dr. Meno reviewed briefly. Responsibility 1 is outcome development which Dr. Meno noted is the primary focus of the committee. Responsibilities 2 through 5 relate to elementary assessment, secondary assessment, accountability—use of assessment results, and accountability—public reporting. He suggested that committee members read 1-5 as their charge and 6-9 in light of how the committee addresses the first five. Responsibilities 6-9 relate to a review of mandates, program resources, program requirements, and college entrance requirements.

   Dr. Meno also briefly reviewed the three methods, established by statute, through which the committee is to operate:

   - to establish technical advisory committees to assist the committee,
   - to seek advice from the public and all interested education organizations, and
   - to report the progress of its work at every regular meeting of the Legislative Education Board (LEB). Clarification will be sought, he said, on the term "regular meeting" as it relates to the Legislative Education Board.

   In commenting on these responsibilities, Dr. Meno said that the committee is the policy-making, review, and approval group rather than the work group. The technical committees should be used as work groups.

   In a more in-depth review of the committee's responsibilities, Dr. Meno listed areas for committee involvement related to outcome development. The committee should monitor and participate in the outcomes derivation process at the regional education service centers. The committee should delineate the technical committees it would like to establish related to outcomes. The first technical committee to be appointed should work in the areas not already reflected in the essential elements. A plan for progress reports should be outlined. Also, Dr. Meno said a technical committee could monitor international benchmarks and determine if Texas benchmarks compare favorably with these.

   Dr. Meno drew a graphic representation of the current status of the state's effort to restructure education. Texas has the advantage of already having identified essential elements of instruction, which are stated in terms of what is to be taught, for all required subjects and courses. However, Dr. Meno said he suspects that the current essential elements will be found to cover only a part of what the curriculum needs to address. The essential elements need to reflect additional areas such as interpersonal relationships, problem solving, and group process. The focus needs to be on what these additional areas are and the impact of adding them to the state curriculum.

Examples of real-world requirements suggested by Dr. Meno are the necessity for every youngster to be bilingual and for every student to develop the ability to process information. Dr. Meno said he foresees that the curriculum in the future may be more integrated in nature rather than separated by disciplines. Committee members commented on the implications this concept has for teacher training. Dr. Meno acknowledged that curriculum integration tends to cause anxiety among some educators but that this uneasiness is unnecessary. The point is to take the teachers we now have, he said, and develop them into the kind of educators who will be needed in an integrated curriculum.

Mrs. Cozart expressed the fear that when diverse groups of people are asked to suggest outcomes, narrow expectations will be the result. Dr. Meno noted that Dr. William Spady has made a contribution in this regard. Dr. Spady recommends that each group be asked first to identify what the world of the future will look like and second to identify the skills necessary for graduates to live successfully in that world. Mrs. Hardy requested that the chart on Texas demographics shown by the second presenter on Thursday, July 16, be used at the ESC meetings to help participants better understand the world of the future.

Mr. Dewey said that business leaders in local areas must be involved in the process. Dr. Kirkpatrick agreed that when business leaders show interest in students, it raises students' levels of hope and increases their determination to achieve.

Mrs. Cozart reminded the committee that as long as assessment addresses certain essential elements, teachers will focus on these. Dr. Meno agreed and commented that the committee had begun to address this issue when the committee approved the interim assessment plan. He said he sees the committee's role as monitoring the interim plan; then establishing a framework to assess new outcomes as they come forward. The committee could also critique and recommend adjustments in the interim plan.

Mrs. Allard asked what procedures are in place to permit a new requirement such as a language requirement to be established. Discussion focused on the fact that textbook publishers are already at work on texts that will be submitted for adoption over the next several years. Committee members agreed that the state cannot change assessment tests and procedures overnight; changes must be phased in over a period of time so that everyone will be aware of them.

Dr. Crawford suggested that perhaps locally developed components such as portfolios could be a part of the state assessment. Perhaps classroom-, district-, and state-level assessments could be included.

Dr. Meno suggested that the committee begin to assign timelines. He asked Mr. Veselka to give, in September, details of the current assessment program and a report on the status of the interim assessment plan for the committee to critique. He also said that in September the textbook adoption process should be laid out for the committee. The committee needs to talk through the process and plan how change can be accommodated. Mrs. Ramirez said that a technical committee may be needed to look at the alignment of outcomes, essential elements, and the textbook adoption process.

Dr. Meno said that the logical way to proceed would be to get clarity on the outcomes and on how to go about assessing different kinds of outcomes. Care must be taken in the development of essential elements in particular areas, he noted. Mrs. Carl said that teachers still

perceive textbooks to be the curriculum and not the essential elements. It was noted that help on informing and educating teachers might be given by the national assessment associations. Dr. Meno reiterated that the committee could determine the strategic point to change the system of textbook adoption. Mr. Veselka informed the committee that state law permits only one major subject area adoption per year and that this makes a comprehensive look at the curriculum difficult. He stated that a schedule has been presented to the State Board of Education that represents a comprehensive look at literature, K-12, but that this will cause a ripple effect in other proclamations. Dr. Crawford noted that state statutes may be driving education.

Dr. Meno outlined information that would be presented to the committee in September, including:

- a detailed report on the implementation of the interim assessment plan including changes in the current assessment program
- a report on the processes of curriculum review and textbook adoption including statutory requirements, and implications for assessment and outcomes development

Dr. Meno raised a number of questions on how the committee could address Responsibility 4, relating to recommending practices that lead to appropriate uses of assessment results. For example, he asked to what degree do administrators and the public understand and act on data. He suggested that in October the committee could hear reports on appropriate uses of assessment data and on the Academic Excellence Indicator System.

Dr. Crawford asked if assessment results are currently being used inappropriately, and committee members agreed they are. Dr. Meno said that information generated by the statewide assessments is misunderstood and used inappropriately. Mrs. Ramirez commented that grouping schools is a questionable practice. Dr. Meno agreed and stated that schools must be measured against a standard, that the Agency has tried to de-emphasize grouping, but that this practice is required by statute.

Dr. Crawford commented that embedding the teaching of critical thinking in the curriculum is a must. Dr. Meno said that a hierarchy developed by Bill Daggett of New York might be helpful in this effort. The hierarchy identifies the following levels:

- Level I, the learning of knowledge
- Level II, the application of knowledge to other disciplines
- Level III, the application of knowledge in an interdisciplinary approach
- Level IV, real-life applications of knowledge

To be practical, we have to move from where we are to where we want to be, he said. The State Board has moved to talking about real-life preparation programs, Dr. Meno said, similar to the Globe Scholars Program.

Dr. Crawford noted that Responsibility 8 resonates with the work of Dr. Spady. Dr. Meno said it reflects a shift in thinking in terms of proficiency levels, rather than seat time. This concept should be reflected in the graduation requirements.

Dr. Meno turned the discussion again to the identification of technical committees. Dr. Crawford and Dr. Kirkpatrick mentioned an Oregon model that has developed a Certificate of Initial Mastery. Dr. Kirkpatrick suggested a technical committee might be named to study such a certificate. Mrs. Ramirez cautioned that we must be careful not to start watering down the curriculum again.

A technical committee was suggested to study alignment of the textbook adoption process, the establishment of outcomes, the revision of essential elements, and assessment, taking into consideration the timeframes already established. Further discussion of alignment, which committee members felt should include the alignment of instructional practice with assessment and the alignment of the Texas curriculum with national reports, was deferred until after the committee hears detailed reports in September.

Committee members mentioned the need for a technical committee to recommend a curriculum review process. Dr. Crawford asked for a report on the five-year curriculum review process of the past, how it was handled, and what should be done in the future.

The need for a technical committee on performance assessment was mentioned. Dr. Crawford and others said that teacher involvement is necessary in the writing of items rather than having teachers merely review items.

Mrs. Lujan said a technical committee is perhaps needed to study the assessment of bilingual education students to ensure an adequate amount of time for phasing tests from Spanish to English.

Miss Schaffer suggested a Legislative Education Board (LEB)-liaison might be appointed to give the Committee access to proposed legislation that may impact the work of the Committee on Student Learning. Dr. Crawford commented that staff could provide information or reports to the committee on the work of the LEB.

Dr. Hampton made a presentation to the committee on components of the current national effort to establish student achievement standards. She discussed the characteristics of effective scoring rubrics for the assessment of writing samples, noting that good rubrics are highly descriptive and operational. She discussed the work of the New Standards Project, a national effort involving 17 states—including Texas—to create performance assessments in English language arts and mathematics, Grades 4, 8, and 10. She anticipates that national standards are going to be considerably higher than state standards. She commented that the Texas scoring rubric for the writing sample on the exit-level TAAS is too generic.

2. The committee heard updates on existing initiatives.

   - Ann Smisko, interim director, governmental relations, discussed the Agency's Strategic Plan, which the Legislature had mandated state agencies to develop. Dr. Smisko said much of the Strategic Plan has been pulled from the Board's Long-Range Plan. Next steps in the development of the Plan will be to tie each strategy to a budget request. Dr. Meno commented that the Agency's efforts are being focused on the most essential tasks. Also, the Plan establishes excellence and equity as major goals, instead of 15 or 20 narrower goals. This concept is being enthusiastically supported, Dr. Meno said.

- Lynda Haynes, director, teacher education, discussed the efforts of the Task Force on Professional Preparation and Development. Ms. Haynes said that the Task Force was established by the State Board to develop policy and to make recommendations regarding initial teacher and administrator preparation and continuing professional development for all educators. The Task Force, which was established in January, held a series of meetings in Austin and convened public hearings around the state to gather input from the field. Ms. Haynes distributed the Task Force's preliminary report. She noted that staff development programs and professional development programs are designed to focus on student learning in the classroom. A key component of the effort has been to develop a recommendation, which was presented to the State Board in July, to establish a compensation and salary system that will attract a quality work force to education in the state.

- Rob Woodson, director of programs, policy planning and evaluation division, gave an update on the Task Force for High School Education. The Task Force has visited high schools, held public hearings, and conducted opinion surveys to determine what Texas citizens think is the primary mission of the high school. Consensus is that the primary mission of Texas high schools is to ensure that all students graduate and to educate all graduates for success after high school. The Task Force's work is now moving into the dissemination phase, which includes the mailing of a policy statement to each professional staff member of every high school in Texas and to every high school newspaper. The policy statement was approved by the State Board in July. The Task Force's work will then go into the implementation phase.

- Dr. Woodson also gave a report on the pilot projects established by the 71st Legislature. Dr. Woodson stated that these pilots were established to reduce the dropout rate and improve student achievement. The pilot projects were in three major areas:
  - Pre-kindergarten for three-year-olds
  - In-school GED programs
  - School-age pregnancy and parenting

  Dr. Woodson described each of the programs and noted that they provide a good example of how effective evaluation combined with program support could enable the agency to help schools ensure the success of students.

It was brought to Mr. Veselka's attention that several committee members had been invited to attend a statewide conference sponsored by the Hogg Foundation on September 25-26, 1992. Mr. Veselka informed committee members that they will be reimbursed for travel expenses if they wish to attend the conference.

The October meeting, which will be held in Fort Worth, was changed from October 23 to October 16, 1992.

Suggestions for future meetings included:

- a request by Dr. Hampton to hear a presentation by Rexford Brown
- a request by Miss Schaffer to discuss the May TAAS date

The committee adjourned at 4:20 p.m.

AGENDA

Committee on Student Learning

September 18, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

1. Introduction and Comments

2. Expectations for the 21st Century: Implementing Outcome-Based Education

   This presentation will be made by Dr. Carolyn Cobb, director, Division of Development Services, North Carolina Department of Public Instruction. The North Carolina Legislature has funded pilot sites to implement outcome-based education (OBE), including the development of expectations of achievement necessary for success in the 21st century and high school graduation proficiencies. An overview of North Carolinas legislation and OBE program requirements will be provided, along with a review of OBE concepts driving their implementation. The draft of exit outcomes currently being considered by pilot sites and the process for defining and developing graduation proficiencies will be discussed. These directions will be related to other proposed broad-based curriculum and assessment changes for North Carolina.

3. Report on Curriculum Review and Textbook Adoption Process

   Staff will report on the five-year curriculum review process; the textbook adoption process, including statutory requirements; schedule for adoption of textbooks; and implications for development of student outcomes and the statewide assessment program.

4. Report on Assessment

   Staff will provide a report on changes in the current statewide assessment program and a status report on implementation of the interim assessment plan.

5. Work Session

   This item will include information on several items discussed by the State Board of Education at its September meeting.

Report of the Committee on Student Learning
September 18, 1992

The Committee on Student Learning met at 9:00 a.m. on Friday, September 18, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Mrs. Allard, Mrs. Carl, Mrs. Cozart, Dr. Crawford, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Ms. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Miss Schaffer. The following members were absent: Dr. Ashworth, Dr. Meno, and Mrs. Ramirez. Dr. William H. Sanford, Texas Higher Education Coordinating Board, attended the meeting on behalf of Dr. Kenneth Ashworth.

1. Introduction and Comments—Marvin Veselka, associate commissioner for curriculum and assessment, reviewed the agenda and introduced the speaker.

2. The Committee heard and discussed the following presentation:

   Expectations for the 21st Century: Implementing Outcome-Based Education—Dr. Carolyn Cobb, North Carolina Department of Public Instruction, presented an overview of North Carolina legislation mandating the development of an outcome-based education program, the funding of pilot sites, and the process for deriving student outcomes.

3. Review of Curriculum Review and Textbook Adoption Process—Dr. Leroy Psencik, senior director, curriculum development, reviewed the development and refinement over the past decade of the statewide well-balanced curriculum:

   - passage of House Bill 246 and the initial development of the essential curriculum elements
   - passage of HB 72 and the development of many rules related to process
   - the five-year curriculum review process resulting in strengthened curriculum tied to adoption of textbooks in specific discipline areas.

   Dr. Psencik reported that staff was prepared to make a number of recommendations for revisions to rules and other policies related to curriculum at the end of the five-year review; however, when the new Commissioner of Education was appointed, and the Committee on Student Learning was created, it was decided that the recommendations should be held in abeyance.

   With regard to the textbook adoption cycle, Dr. Psencik noted that the process had evolved from no statewide textbook adoption, when textbooks tended to become very old before being replaced, to an eight-year and now to a six-year adoption cycle. He noted that one of the driving features of the cycle is that not more than one major elementary subject area can be considered in any one year.

   The amount of lead time necessary to affect textbook content was discussed. For example, after the essential curriculum elements were put in place in 1984, it then took six years for all of them to be included in textbooks. Dr. Psencik reviewed the changing definition of textbooks (e.g., learning systems, electronic instructional media systems), the development of textbook proclamation advisory committees, subject area adoption committees, problems with accuracy and cost of textbooks, and the sequence of events for the 1993 proclamation.

The committee noted that the amount of time needed to effect changes in textbooks will need to be considered as the committee begins a process to determine real-world requirements for Texas students.

4. Report on Assessment—Mr. Veselka reported on developmental activities in the statewide student assessment program. The committee discussed the following issues:

   - spring test dates for the writing portion of the TAAS test
   - use of teachers to accomplish test scoring in a short time frame
   - role of Committee on Student Learning in determining scoring procedures
   - teacher scoring of assessments as staff development

   Mr. Veselka agreed to meet with the Commissioner of Education to determine whether teachers could be used for scoring the spring 1993 TAAS writing tests and to report back to the Committee on Student Learning.

   Pat Porter, director of programs in instructional outcomes assessment, reported to the committee on developmental activities that will increase participation of teachers in scoring performance based assessment in several subject areas. She stated that more than 20 science performance tasks will be pilot tested this year and discussed two studies that are under way in writing:

   - use of a collection of writing tasks
   - feasibility of scoring by teachers in school districts

   The committee discussed in detail whether a feasibility study is needed to determine whether tests can be scored by teachers and the best kinds of scoring practices. Mr. Veselka stated that staff will bring an alternate proposal to the October meeting for the committee's review.

5. Work Session—Mr. Veselka reviewed with the committee several items discussed by the State Board of Education at its September meeting. He introduced Cynthia Levinson, his executive assistant, who will be coordinating the process for deriving student outcomes. Mrs. Levinson discussed the agenda for a meeting to be held September 28-30 in Austin to formulate a plan for a statewide process to obtain input on real world requirements for Texas students. She explained that a wide array of organizations had been invited in order to gain input from a number of perspectives. The following organizations were invited:

   - education service center directors
   - superintendents advisory council
   - professional organizations
   - Texas Business and Education Coalition
   - Hispanic Chamber of Commerce
   - Intercultural Research and Development Associates
   - Urban League
   - Legislative staff

Mr. Veselka explained, that in addition to the presenters reflected on the agenda, staff plans to consult with other experts on student outcomes, as well as obtaining advice from the University of Texas on developing large group policy initiatives.

Mrs. Levinson reported that staff hopes to develop a broad timeline and set of procedures to develop a conversation with citizens around the state about what graduates should know and be able to do. Staff is exploring the uses of technology, telephone surveys, questionnaires, or some types of town meetings as vehicles for obtaining the most input within limited resources.

Committee members expressed serious concern over what appeared to be a one-sided agenda. Mr. Veselka assured them that staff will continue to work with a variety of experts to develop a plan that is unique to the State of Texas. He stated that staff would make every possible attempt to have additional viewpoints available at the meeting and urged members of the committee to attend.

Dr. Hampton reminded committee members that the next meeting would be October 15 and 16, 1992 in Fort Worth. Arrangements have been made for committee members to stay at the Courtyard Marriott. Plans are to visit Alice Carlson school Thursday morning, then different schools in the afternoon. On Friday, October 16 the committee's regular meeting will be held in the Fort Worth Independent School District board room.

Pat Hardy requested that committee members be furnished information about the Educational Economic Policy Committee. Andrew Dewey asked that Dr. Sonia Hernandez, education director in the office of the Governor, be invited to address the committee on the legislative charges to the committee. Ms. Hardy suggested that the committee may need to meet for two days in November. Dr. Hampton indicated that the committee might be able to complete its work in one day if the work session could be held in the morning, with the speaker to be in the afternoon. Staff was requested to bring forward recommendations for technical advisory committees.

The committee adjourned at 4:00 p.m.

AGENDA

Committee on Student Learning

Thursday, October 15, 1992
9:00 a.m. - 4:00 p.m.

and

Friday, October 16, 1992
8:00 a.m. - 3:00 p.m.

Fort Worth Independent School District
3210 Lancaster Avenue
Board Room
Fort Worth, Texas

Thursday, October 15

1. Alice Carlson Elementary School
   - Overview of Project C^3
   - Classroom Visits
2. Working Lunch at the School
   - Questions and Answers
3. Classroom visits: Project C^3 Schools

Friday, October 16, 1992

1. Introduction and Comments
2. Learning, Thinking, and Systemic Change

   This presentation will be made by Dr. Rexford Brown, senior fellow, Education Commission of the States. Dr. Brown will explain how research on learning and practice in teaching children how to use their minds fully require us to rethink schooling and bring about changes in the entire education system.
3. Getting Down to Business

   This presentation will be made by Dr. Gary Standridge, director of research and evaluation, Ft. Worth ISD, and Dr. Sally Hampton, Coordinator of Writing and Reasoning Skills, Ft. Worth ISD. This item will include a video and a report on assessing the SCANS competencies.
4. Report on the September 30, 1992 meeting to formulate a proposal for real world results for Texas students

   This will be a joint presentation by Cynthia Levinson, executive assistant to the associate commissioner for curriculum and assessment, and Dr. Sally Hampton.
5. Other topics, discussion, and committee comments

Report of the Committee on Student Learning
October 15 - 16, 1992

The Committee on Student Learning met at 9:00 a.m. on Thursday, October 15, 1992, at the Alice Carlson Applied Learning Center, 3320 West Cantey, Fort Worth, Texas. The following members were present: Mrs. Allard, Mrs. Cozart, Mr. Dewey, Dr. Hampton, Ms. Hardy, Mrs. Hull, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez and Miss Schaffer. The following members were absent: Dr. Ashworth, Mrs. Carl, Dr. Crawford, Dr. Funkhouser, Dr. Kirkpatrick, and Dr. Meno. Dr. Glenda Barron, Texas Higher Education Coordinating Board, attended the meeting on behalf of Dr. Kenneth Ashworth.

1.-3. The committee heard an overview of Fort Worth Project C^3 and visited the Applied Learning classrooms in the new Alice Carlson Applied Learning Center during the morning session and in other elementary, middle, and high schools during the afternoon.

The committee reconvened on Friday, October 16, 1992, at 8:00 a.m. in the Board Room of the Fort Worth Independent School District, 3210 Lancaster Avenue, Fort Worth, Texas. The following members were present: Mrs. Allard, Mrs. Cozart, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Ms. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Dr. Meno, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Ashworth, Mrs. Carl, Dr. Crawford. Dr. Glenda Barron attended the meeting on behalf of Dr. Ashworth.

1. Introduction and Comments—This item was deferred until the afternoon because of transportation delays.

2.-3. The committee heard and discussed the following presentations:

- Learning, Thinking, and Systemic Change—Dr. Rexford Brown, senior fellow, Education Commission of the States, and author of Schools for Thought: How the Politics of Literacy Shape Thinking in the Classroom, discussed research on learning. He explained how teaching children to use their minds fully will require educators to rethink schooling and bring about changes in the entire education system.

- Getting Down to Business—Dr. Gary Standridge, director of evaluation, Fort Worth Independent School District, and Dr. Sally Hampton, coordinator of writing and reasoning skills, Fort Worth Independent School District, showed a videotape of an ABC News program concerning performance-based assessments and use of local educators for scoring assessments and reported on designing learning tasks related to the real world to achieve the competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS).

4. Report on the September 30, 1992, meeting to formulate a proposal for real world results for Texas students—Cynthia Levinson reported that the following types of organizations were invited to the planning meeting:
   - professional associations
   - ESC directors
   - legislative staff

- Committee on Student Learning
- Texas Business and Education Coalition
- superintendents' advisory council
- business representatives
- curriculum supervisors
- IDRA

In addition, the following members of the Committee on Student Learning were able to attend all or part of the three-day meeting: Laura Allard, Iris Carl, Anne Cozart, Charles Funkhouser, Sally Hampton, and Lisa Schaffer.

The committee reviewed the two approaches discussed at the September 30 meeting to develop statements of outcomes or results:

- a process to look at future conditions with decisions then about what students will need to know and be able to do. Once the outcomes are decided, determine how to measure them, and design learning strategies. This process was articulated by Dr. William Spady and Dr. Charles Schwann of the High Success Network.
- a process to use outcome statements already in existence to develop consensus on most important outcomes or results. Outcomes would then be embedded in a research-based curriculum (e.g., Project 2061, NCTM standards). This process was proposed by Dr. John Burks with the Center for Outcomes-Based Education.

Dr. Meno expressed a concern that Dr. Burks' approach to the curriculum might not lead to change. For example, skills related to interpersonal work, decision making, and problem solving are not part of the present curriculum. He urged the committee to consider a process that would involve school campus dialogues and that would lead to decisions about student results. The committee discussed the following issues:

- Is it realistic to expect 6000 schools as well as other groups to participate?
- Should the process be conducted with a relatively small number of schools that are familiar with outcomes?
- Should the process be voluntary or mandatory?
- If the process will involve all campuses, will the timeline need to change?

It was agreed that getting information out to schools and other organizations about the need to look at future conditions and the implications for schools and students is critical and that media products would need to be of very high quality and would need to involve people with whom all citizens could identify. Dr. Meno indicated that the question to be resolved is one of designing the process. It needs to be a real grassroots effort and should probably not just be limited to campuses, but also should involve colleges and universities, community organizations, parent groups, and the like. Dr. Meno suggested using participants at the local level, followed by regional meetings, using delegates to build consensus.

The committee discussed the need for a common vision of where we're going; people need to understand future conditions. The quality of the products used to educate the public must be very high.

Dr. Meno suggested that the work product of the Committee on Student Learning could be a campaign of this nature. It was agreed that staff would continue researching such a process and would then bring a proposed design to the committee. The committee could then pilot the prototype. Rosa Lujan reminded staff that all materials should be developed in both English and Spanish.

5. Other topics, discussion, and committee comments—Dr. Meno stated that the committee had identified its major work product: an educational campaign followed by a grassroots process for determining real world requirements in the future for Texas students. In addition, the committee agreed on the following:

   - a technical advisory committee to conduct a study to identify developmentally appropriate learning programs that would enable Texas students to achieve the essential knowledge and skills to participate in academically challenging programs in high school without a need for retention in the elementary and middle grades.

   The purpose of the study would be to make the committee aware of laws, rules, school district policies, budget procedures, and other factors that inhibit schools from adopting strategies designed to ensure that students achieve the necessary skills and knowledge. Staff was requested to bring a design to the committee's November meeting for consideration.

   - a report to the Legislature on the work of the Committee on Student Learning during its first year. The report would include a statement of the purpose of the committee, the committee's vision for public education, an executive summary, and a detailed account of the committee's activities for the 1992 calendar year. The report would be submitted to the following officials:
     - Governor
     - Lieutenant Governor
     - Speaker of the House of Representatives
     - Members of the Legislature
   - a work session with Dr. Rexford Brown December 11, 1992, in Austin to develop strategies for systemic reform.
   - a staff response to the proposed recommendation of the Educational Economic Policy Committee concerning norm-referenced testing. This would involve nationally recognized experts in assessment.
   - a report on statements of expected results, common core of learning, or student outcomes from other states.

The committee adjourned at 3:00 p.m.

AGENDA

Committee on Student Learning

November 20, 1992
9:00 a.m. - 4:00 p.m.

William B. Travis Building, Room 1-104
1701 N. Congress Avenue
Austin, Texas

1. Introduction and Comments

2. Report on Process to Determine Real World Requirements for Texas Students

   This will be a status report on the development of a statewide, grass roots process to derive real world requirements. Cynthia Levinson will review issues related to a media campaign and will bring a progress report on acquiring statements of expected results, common core of learning, or student outcomes from other states.

3. Technical Advisory Committee on Developmentally Appropriate Instruction

   Marvin Veselka will present a design structure for a study to be conducted by the Committee on Student Learning's first technical advisory committee. The study would have the following objectives:

   - to identify developmentally appropriate learning programs or instructional practices that would enable students to achieve the skills and knowledge necessary to participate in academically challenging programs in high school without a need for retention in the elementary and middle grades
   - to identify laws, rules, school district policies, budget procedures, and other factors that inhibit schools from adopting strategies designed to ensure that students achieve necessary skills and knowledge

4. Report on the Committee on Student Learning to the 73rd Texas Legislature

   Cynthia Levinson will report on the development of the first report to the Legislature on the Committee on Student Learning. A draft vision statement will be presented for committee review and comment.

5. Review of the Academic Excellence Indicator System (AEIS) Recommendations for 1992-93.

   The specific indicators recommended to be reported in the 1993 Academic Excellence Indicator System Performance Report will be reviewed. Approval by the State Board of Education of the 1993 Performance Report is scheduled for January 1993.

   This presentation will be made by Dr. Criss Cloudt, director, and Dr. Cherry Kugle, planner, policy planning and evaluation.

6. Report on the Educational Economic Policy Center

   Dr. David Dunn, associate director, Educational Economic Policy Center, and Mr. Sandy Kress, member of the Educational Economic Policy Committee, will report on the accountability study conducted by the Center and the recommendations for a statewide accountability system that are being proposed to the Educational Economic Policy Committee.

7. Committee Discussion of the Proposed Recommendations of the Educational Economic Policy Committee

   A summary of the findings of the Accountability Study will be available by the time of the committee's meeting. This will be a discussion of the findings.

8. Future Problem Solving: Thinking Skills for the 21st Century

   Dr. James Alvino, executive director, Future Problem Solving Program, University of Michigan, will discuss the importance of creative and analytical thinking skills as they apply to learning, conflict resolution, creating positive images of the future, and global and community problem solving.

9. Other Topics

Report of the Committee on Student Learning
November 20, 1992

The Committee on Student Learning met at 9:15 a.m. on Friday, November 20, 1992, in Room 1-104, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas. The following members were present: Dr. Meno, chairman; Mrs. Allard, Mrs. Cozart, Mr. Dewey, Dr. Funkhouser, Dr. Hampton, Ms. Hardy, Mrs. Hull, Dr. Kirkpatrick, Mrs. Lujan, Ms. McFarland, Mrs. Ramirez, and Miss Schaffer. The following members were absent: Dr. Ashworth, Mrs. Carl, and Dr. Crawford. Dr. Glenda Barron, Texas Higher Education Coordinating Board, attended the meeting on behalf of Dr. Kenneth Ashworth.

1. Introduction and Comments

   Dr. Lionel R. Meno, chairman, Committee on Student Learning, called the meeting to order at 9:15 a.m.

   Marvin Veselka revised the order of the agenda and reminded the committee of the December 11 work session with Rexford Brown of the Education Commission of the States. Dr. Funkhouser asked if that session will be related to the outcomes derivation process. Mr. Veselka stated that they are related but that the process is still in the planning stages.

2. Report on Process to Determine Real World Requirements for Texas Students

   and

4. Report on the Committee on Student Learning to the 73rd Texas Legislature

   Cynthia Levinson provided a status report on the Results derivation process. She reported that the State Board of Education Ad Hoc Committee on Student Outcome Goals has completed its work and submitted its Final Report, distributed to the committee, to the Committee on Long-Range Planning.

   She turned to the document titled "Options for a Results Derivation Process" and pointed out the major steps and the multiple ways of undertaking each one. Charles Funkhouser asked when the Results would be ready for implementation. She answered that implementation could begin after the Results are determined, possibly in winter 1993-94 if the process is highly participatory, but that the process would be complex and lengthy because of the implications for major programs, such as testing and teacher training. He also asked how the process correlates with the High School Task Force report and with the report of the Ad Hoc Committee. She responded that the Ad Hoc Committee met jointly with the Task Force and that the final report combines perspectives of both groups.

   Mary McFarland suggested that the Texas Business and Education Coalition (TBEC) be approached to develop videotapes of the competencies proposed by the Secretary's Commission on Achieving Necessary Skills (SCANS). The tapes could be used during the derivation process as well as in other situations. The committee agreed that this is a good idea and encouraged Ms. McFarland to talk with TBEC.

   In discussing the level of public participation, Ms. Levinson said that she has conferred with several management consultants who have broadly estimated costs at, variously, $50,000-100,000; $1.5 million; or $25,000 per media market. Ms. Allard suggested that a subcommittee of the CSL work through the various options. She, Glenda Barron, and Ms. McFarland offered to serve on the subcommittee.

Ms. Levinson then referred the committee to the summary of information about outcomes derivation from other states. The chart is in process, awaiting responses from other states. Mr. Funkhouser asked about the purpose of conducting a Texas-specific process, given the high degree of commonality among the states' results. Members of the committee mentioned the benefit of involving citizens in the process. He also asked about the extent to which Texas' results would be similar to other states'. Dr. Hampton answered that this would depend on the way that the questions are posed to the public. The committee asked that this summary be provided to the Educational Economic Policy Center.

The committee then reviewed a draft outline of its report to the 73rd Texas legislature. Mr. Veselka stated that a draft of the report will be ready in December and that the report will be ready for the legislature in January.

Finally, the committee reviewed the draft vision statement. In discussion of local choice and responsibility, Dr. Kirkpatrick stated that the state agency and Education Service Centers are responsible for providing research, assistance, and evaluation support to campuses. He also suggested revising the section on equity to state that high levels of achievement are difficult to attain without high levels of resources; he referred to "real-world expectations with third-world resources." He and Mr. Dewey discussed the role of sanctions and the extent to which they discourage teachers from being innovative risk takers.

Mrs. Allard asked members to submit suggestions for the vision statement to staff. The committee agreed to address the vision statement more fully at its December meeting.

3. Technical Advisory Committee on Developmentally Appropriate Instruction

Mr. Veselka distributed a handout stating assumptions and recommending membership characteristics and tasks of a technical advisory committee (TAC) on developmentally appropriate instruction. He suggested that the committee be composed of national experts as well as at least two experts from Texas; he will confer with Committee on Student Learning regarding possible members. The tasks listed would constitute the type that the advisory committee would undertake but the TAC might extend its areas of study.

Laura Allard stated that the population should include not only students who are below-level but also those who are above-level in achievement. Mr. Veselka asked if the proposals for the advisory committee's work are too broad. Dr. Kirkpatrick added that the circumstances under which children learn should be investigated, including recommendations for increasing parental involvement.

Mr. Veselka also distributed a handout regarding a Technical Advisory Committee on Assessment. Sally Hampton suggested involving the Center for Research on Evaluation, Standards, and Student Testing (CRESST).

5. Review of the Academic Excellence Indicator Systems (AEIS)

Dr. Criss Cloudt and Dr. Cherry Kugle presented an update for the committee's information on the AEIS report that is sent to campuses and districts. Dr. Cloudt said that the report also goes to the State Board of Education and that is has implications for principal appraisal and school accreditation. In addition, Campus Improvement Plans must address the indicators. She explained that the data and format are constantly reviewed for improvement.

Dr. Kugle then discussed changes in the upcoming report form. She noted that it serves two functions: (1) planning for campus performance objectives, for which the numbers and disaggregations are important, and (2) public information, for which the graphs are important. Changes in the 1993 performance report include the following:

- For TAAS, Grades 3, 7, and exit only will be reported since these were the only grades tested in October 1992.
- At district request, all tests taken will be added to the TAAS measures reported.
- Advanced course enrollment has been changed to include additional Advanced Placement courses.
- For the college admissions test data, the ACT criterion will be changed to 24 (from 25), which research indicates is concordant with a score of 1000 on the SAT.
- College-preparedness will be indicated by an equivalency score on TAAS, rather than performance on the TASP.
- Results of the NAPT will be reported.
- Retention rates will be reported.

The 1994 reports will include such changes as advanced course completion rather than enrollment, and a measure of student mobility calculated from student attendance data.

Ms. Allard suggested that advanced placement also be included; Dr. Cloudt responded that the board has discussed this issue. The committee also discussed revisions to the AEIS, which are first piloted and then integrated in an orderly fashion, student mobility factors and weight, and publicizing the information available through the system.

6. Report of the Educational Economic Policy Center (EEPC)

The report on the center's work was made by Mr. David Dunn, associate director, EEPC, Mr. Sandy Kress, member, EEPC, and Dr. Victor Wilson of Texas A&M University. Mr. Kress began by reviewing the legislation that established the center and that directed the center to conduct a study on accountability in public schools. He stated that accountability consists of three factors—clear goals, reliable assessment of each of the goals, and meaningful consequences. He noted that the CSL plays an important role in achievement of the goals.

Mr. Dunn then reviewed the methods used to conduct the study and its key findings which are contained in the "EEPC Accountability Study Recommendations." Dr. Wilson and his colleagues discussed several issues, including:

- annual assessment of every course at every grade level,
- accountability at the school level,
- an accountability system that is flexible in regard to assessment,
- achievement as opposed to achievement growth,
- stability of the testing program,
- reliable, valid, and available measures,
- frequency and total hours of testing time, and
- an independent accountability monitoring structure.

During discussion of the report, committee members raised questions about:

- performance testing in others states,
- assessment of writing,
- the role of assessment in driving instruction,
- testing of special education and Limited-English proficient students,
- financial costs and re-norming of annual tests,
- student mobility,
- effects of various testing programs on students of different ethnic groups, and
- tests of subject-matter as opposed to tests of real-world skills and integration of subjects.

Several committee members expressed concerns about the reliance on annual norm-referenced tests.

Mr. Dunn summarized the center's perspective by saying that schools should be held accountable for individual student progress in courses both over time and on an annual basis. Dr. Hampton asked that the center review the SCANS competencies and the recommendations of the New Standards Project. Commissioner Meno emphasized that assessment is vital for instruction and for attaining the broad goals of education. He thanked the representatives of the center for presenting the findings of the report.

8. Future Problem Solving: Thinking Skills for the 21st Century

Dr. James Alvino, executive director, Future Problem Solving, discussed the fact that a changing world calls for new skills, of which he cited two types: (1) giving students a belief in their own efficacy, and (2) creative problem solving. He described and showed a videotape of the ways by which the Future Problem Solving Program address these needs. He also explained the goals of the program and the methods used to meet them.

9. Other Topics

Mr. Veselka distributed to the committee names of possible members of a Technical Advisory Committee on Assessment. Commissioner Meno and the committee asked him to investigate who would be available and to inform the committee of the next EEPC meeting at which the accountability report will be discussed. The committee discussed the possibility of sending assessment recommendations to the legislature and agreed to await the report of the EEPC, which is an independent institution with its own statutory responsibilities. The committee also decided to include a section on assessment in its report to the legislature. Commissioner Meno summarized the different perspectives of the EEPC and of the CSL on assessment as focusing on structure, on type of assessment, and on the consequences of student testing.

Finally, Mr. Veselka distributed a handout on assessing writing. Dr. Hampton urged that, as an interim approach, scoring take place by teachers at ESCs. The advantage is that teachers would receive staff development in professional skills and could teach their colleagues what is expected of student writing. Once inter-rater reliability is established, scoring would take place at the building level. Commissioner Meno added that teachers representing all elementary grade levels be involved in the scoring.

The committee received the final report of the state Board of Education Task Force on High School Education.

The committee adjourned at 4:15 p.m.

APPENDIX B:
KEY RESEARCH DOCUMENTS

Real World Required Competencies

Research	Characteristics						Cognition					Capabilities								
	Personal Qualities	Interpersonal	Creativity	Health	Flexibility	Leadership	Essential Academic	Technology	Academic Discipline	Second Languages	Systems	Thinking	Resources	Information	Consumer	Communication	Citizenship	Lifetime Learning	Organization	Parental Family Social
Secretary's Commission on Achieving Necessary Skills	X	X					X	X			X	X	X	X						
Educational Testing Service—From School to Work	X	X	X				X		X			X			X		X			
High School and Changing Work Place	X	X			X		X		X			X					X			
Workplace Basic Skills Employers Want	X	X	X		X	X	X					X				X		X	X	
An America That Works		X					X										X	X		
Project C[1]—Fort Worth	X	X	X		X		X	X				X		X		X		X		
Texas Business and Education Coalition	X		X	X			X	X	X	X		X				X	X	X		
Global Education—From Thought to Action					X	X			X	X						X				
The Learning Enterprise		X					X		X			X				X		X	X	
The School-to-Work Connection	X	X			X											X			X	
America's Choice	X		X				X	X	X			X				X		X		
Children of Promise							X	X				X								
Schooling for the Modern Workplace		X				X						X		X		X		X	X	
Getting Ready to Work—Vermont	X	X				X	X	X	X			X		X		X		X	X	
High Expectations Rochester Students Employment Bound	X	X		X	X		X									X				
High Expectations Rochester Students College Bound	X	X		X			X							X		X		X		
Labor Force 2000	X	X				X	X	X				X				X		X	X	
National Academy of Science	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	X	
Children of Promise: Project A+	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
Education, Technology and the Texas Economy Volume 3		X	X		X		X	X	X		X	X	X	X		X	X	X		
American Association for Advancement of Science	X	X		X	X		X	X	X		X	X	X	X	X	X	X	X		
A New Compact for Learning NY DOE	X	X	X	X	X		X	X	X	X		X	X	X		X	X	X		
Adult Performance Level Study – 1977		X		X	X		X					X		X	X	X	X			
The Neglected Majority	X	X	X	X	X		X	X	X		X	X	X		X	X	X	X		X
TEA Task Force	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X

From School to Work:
Policy Information Report

Author: Educational Testing Service

Citation: Princeton: Educational Testing Service, 1990

Purpose: This article illustrates that high school preparation for the workplace needs to include not only adequate academic skills but other behaviors and skills that are transferable to the workplace.

Summary: Employers and educators agree that a very high proportion of students exit from school with inadequate academic skills. However, there are other characteristics that must be considered for a student's transition from school to work. The National Alliance of Business calls these behaviors and skills the "Fourth R, Workforce Readiness" which include oral communication, interpersonal skills, and the ability to work cooperatively. The challenge to both employers and educators lie in the fact that these skills are not measured in the same way as academic performance, and neither is there a record of non-classroom activities and experiences that would be useful for a student seeking a job. Additionally, the cognitive or academic skills as they are taught in school are not synonymous with workplace literacy.

Skills:
Reliability
Self-discipline
Ability to reason
Responsible
Adaptable
Problem-solving
Leadership
Goal-setting motivation
Ability to work in teams
Listening and oral communication

Children of Promise: Project A+
The Plus for Austin's Schools

Author: Austin ISD

Citation: Austin: Austin ISD, 1991

Purpose: The purpose of this report is to describe the general knowledge, skills, and experiences that the Austin ISD high school graduate will need in the 21st century to participate successfully in society both in the workplace and socially.

Summary: The Project A+ Curriculum Momentum Team of the Austin ISD was directed to interact with more than 800 parents, educators, students, business persons, and community supporters to determine the skills and knowledge that AISD graduates should be able to demonstrate in the 21st century. Based on their input, The Project A+ team is working cooperatively with the AISD Strategic Planning Process to consider the implications for significant changes in the curriculum and instructional methods to improve student achievement.

Skills:
- Access, organize, and synthesize information
- Interpersonal skills that enable teamwork and leadership
- Responsibility
- Creativity
- Problem-solving
- Ethical decision making
- Listening and speaking skills
- Knowledgeable about political, cultural, and ethnic similarities and differences
- Maintain mental and physical health

Fort Worth: Project C^3
Preparing Today's Students for Tomorrow's Workforce

Author: Fort Worth ISD

Citation: Fort Worth: Fort Worth ISD, 1991

Purpose: The purpose of this report is to describe Fort Worth ISD'S collaboration with corporations, the community, and classrooms to create a new educational system that motivates and prepares students for success in school, in the workplace, and in life.

Summary: Project C3 is an operational design for making the necessary fundamental changes in the Fort Worth ISD that will prepare today's students for tomorrow's workforce. The district identified the skills and levels of proficiency needed to perform tasks in the workplace by evaluating 240 businesses and institutions. Results showed that if we are to prepare students for successful entry into the workplace, then we must raise the level of expectations for all students beyond basic academic performance. In order to accomplish this goal, schools must develop a relationship between school achievement and workplace success by establishing a continuous communication network between students and potential employers in the business community.

Skills:
- Reasoning and problem-solving
- Computer literacy
- Speaking and listening
- Reading and writing
- Computation
- Reliability
- Responsibility
- Teamwork
- Leadership

Final Report: The Adult Performance Level Study

Author: Texas Education Agency

Citation: Austin: Texas Education Agency, 1977

Purpose: The purpose of this report is to describe the results of the Adult Performance Level Research Project, a four-year study of adult literacy in the United States.

Summary: In 1971, the United States Office of Education awarded a grant to the Texas Education Agency to conduct a study of adult literacy. The Agency subcontracted the major part of the work to the Division of Continuing Education of the University of Texas at Austin. The central objective of the Adult Performance Level project was to specify the competencies which are functional to economic and educational success in today's society. The project produced data which suggest that many adults do not have the basic education for living for even minimal levels of success. This ability to use skills and knowledge with functional competence was termed functional literacy, survival literacy, or coping skills.

Skills: Communication skills (reading, writing, speaking, listening)
Computational skills
Problem-solving skills
Interpersonal relationship skills

ANALYSIS: Texas Business Gives Public Schools a Passing Grade, Barely

Author: Texas Research League (TRL)

Citation: Volume II, Number 7, July 1990

Purpose: This issue of ANALYSIS summarizes the results of the League's Survey of Texas Business, conducted as part of TRL's Student Retention Project. The survey was designed to assess business attitudes towards public education, educational requirements for employees (both today and in the future), support for various school reform strategies, and current business involvement in the schools.

Summary:

- Nearly half of those surveyed think that the quality of education has declined since the passage of House Bill 72 in 1984.
- Two-thirds are very concerned about the problems facing Texas education.
- Forty-three percent report difficulty in hiring entry-level employees who possess basic skills in reading, writing and mathematics.
- Employers expect to need entry-level workers with skills beyond the basic level in the future.
- While most companies offered advanced or developmental courses and at least partial tuition reimbursement, the percentage anticipating offering these incentives in the future is going down. On the other hand, the number of companies providing remedial basic skills courses is expected to increase significantly in the future.
- Business overwhelmingly supports the following school reform strategies:
  - raising academic expectations
  - emphasizing basic skills
  - requiring a longer school year
  - offering early childhood programs
  - increasing teacher pay
  - holding teachers more accountable for student performance
  - decreasing class size
- More than two-thirds of businesses surveyed provide assistance to local schools.
- Business is willing to become more active in its support of education, particularly active involvement such as loaning executives to the schools, teaching courses, and tutoring and counseling students.
- The schools' lack of accountability and mismanagement are cited as the most significant hurdles that business must overcome to be active in supporting local schools.

ANALYSIS (continued)

Skills:

- Communication skills
- Oral and listening skills
- Problem solving; thinking through complex problems in a cooperative manner
- Computer experience
- Craft skills
- Self-starting; working without close supervision
- Essential academic skills
- Ability to learn
- Flexibility and adaptability
- Following instructions
- Interpersonal skills
- Critical thinking
- Creativity
- Higher mathematics skills
- Leadership abilities
- Academic disciplines
- Ethics and values
- Health

America's Choice: High Skills or Low Wages
The Report of the Commission on the Skills of the American Workforce

Author: National Center on Education and the Economy
Ira C. Magaziner, Chair, President SJS, Inc.
Ray Marshall, Co-chair, LBJ School of Public Affairs

Citation: Rochester: National Center on Education and the Economy, 1990

Purpose: To ensure a more prosperous future, we must improve productivity and our competitive position. The advent of the computer, highspeed communication, and universal education are heralding a third industrial revolution. The key feature of this revolution is high performance work organization.

Summary: The study is organized into four (4) major topics which address: (1) The Organization of Work in America, which describes the old "Taylor" model of mass manufacturing; (2) Is There a Skills Shortage in the United States? Research described here revealed a wide range of industry concerns covered under the blanket term of "skills;" (3) How We Prepare Our Front Line Workers for Work. More than 70 percent of the jobs in America will not require a college education by the year 2000. The productivity of workers in these jobs will make or break our economic future and (4) Another Way, which offered the following five (5) recommendations:

- Set a new national educational performance standard for all students to be met by age 16 and benchmark it to the best system in the world.
- States should take responsibility for assuring that virtually all students achieve the Certificate of Initial Mastery. Create and fund alternative learning environments for those who cannot attain the Certificate of Initial Mastery in regular schools.
- Develop a comprehensive system of Technical and Professional Certificates and associate's degrees for the majority of our students who do not pursue a baccalaureate degree.
- Employees should be given incentives and assistance to invest in the further education and training of their workers and to pursue high productivity forms of work organization.
- Create a system of employment and training boards by federal and state governments, together with local leadership, to organize and oversee the new school-to-work transition programs and training proposed in this study.

Skills: Personal qualities
Creativity
Essential academic skills
Technology skills
Academic discipline
Thinking skills
Lifetime learning
Communication skills

The School to Work Connection

Author: U.S. Department of Labor
Employment and Training Administration

Citation: Washington, D.C: U.S. Department of Labor and U.S. Department of Education, 1990

Purpose: This report summarizes transcripts drawn from the proceeding of a national conference "The Quality Connection: Linking Education and Work" sponsored by the U.S. Departments of Labor and Education. The conference involved corporate CEOs, human resource managers, federal and state officials, school superintendents, educators, training experts and representatives of organized labor.

Summary: The reports contain the most salient features of the presentations and is organized into five (5) major headings:

1. The Need to Link Business and Education—A decline in the number of people to fill our nation's jobs and widespread concern about our ongoing ability to compete internationally have caused leaders throughout industry, labor, government, and education to turn their attention to the quantity and quality of our present and future workforce.

2. Facts and Issues—Other countries provide their youth with far more assistance in making the transition from school to work.

3. Seeking Common Ground—Business and education must get together and agree on the desired outcomes of the education process.

4. Formulas for Success—There are already many programs in existence which have successfully assisted youth in making the school-to-work connection.

5. Ideas and Solutions—Comments and suggestions came out of workshop sessions.

Skills: Learning to learn
Reading
Writing
Computation
Communication
Problem solving
Creative thinking
Personal management and goal setting
Self-esteem
Teamwork
Leadership

The Neglected Majority

Author: Dale Parnell

Citation: Washington, D.C., Community College Press, a division of the American Association of Community and Junior Colleges, 1991

Purpose: To promote more cooperation between secondary schools and community colleges in preparing students who are not going to a formal college, for success in the world of work.

Summary: This book was originally published in 1985 and has gone through five reprintings. Dr. Parnell makes a compelling case for the academic and professional development of the majority of high school students not going on to a four-year college. He opposes traditional vocational education, because it does not adequately prepare students for the real world. He examines real world competencies in terms of the various roles each of us play in life (e.g., wage earner, leisure, consumer, family member, individual, citizen, and lifetime learner). For example, as a consumer we need some understanding of contracts, credit, and insurance.

Skills:
Personal qualities
Interpersonal skills
Creativity
Health
Flexibility
Essential academic skills
Technology skills
Academic disciplines
Systems
Thinking skills
Resources
Consumer skills
Communication skills
Citizenship
Lifetime learning skills
Parent/family/social skills

The Learning Enterprise

Author: Anthony P. Carnevale
Leila J. Gainer

Citation: U.S. Department of Labor, Employment and Training Administration and the American Society for Training and Development, 1982

Purpose: This publication summarizes a portion of the research conducted under a two-year joint project of the American Society for Training and Development and the U.S. Department of Labor.

Summary: It is human nature to waste that which is abundantly supplied. Throughout most of this century, there appeared to be an overabundance of American workers.

People were plentiful, but jobs were not. The economy seemed to overflow with unemployed people. Unemployment hovered in double digits. Pundits said the technological bogeyman was loose again and labor-saving machinery would soon make all workers redundant. But things rarely remain static. As the century moved on, what started out as an excess of American workers has dwindled away to nothing. In fact, by the year 2000, there are likely to be too few well-educated and well-trained workers to satisfy the nation's economic needs.

This discussion challenges the biases spawned by recent economic history. It begins by explaining the relationship between job-related learning, individual opportunity, and the competitiveness of employer institutions. Next, it examines the dynamics that link changing skill requirements on the job to training and education. This is followed by a snapshot of the job-related training, or access to it. One section offers a closer look at the employer-based training and development system, in general, and the differences between small and large employers, in particular. The longest section considers job-related education and training in individual occupations. The discussion concludes with recommendations for improving the nation's job-related education and training system.

Skills: Cope and adapt with rapid technical change
Academic preparation
Technology skills
Reading and writing skills
Computational skills
Information skills
Self-management skills
Interpersonal skills
Communication skills
Organization skills
Learning to learn
Creative thinking and problem solving
Integrating basics with job-related learning; that is, linking teaching of academic subjects to real-world applications
Decision making

The Purposes of Education

Author: Stephen Bailey

Citation: Bloomington, IN: Phi Delta Kappa, 1976

Purpose: To provide a definition of education which describes its many aspects, some of which are outside the traditional educational society.

Summary: Bailey begins his discussion by stating that people are perplexed about the purposes of education and that they question what is being studied and why it is being studied. Additionally, he maintains that there are problems when discussing the costs of education and equity issues. The author believes that by defining educational systems as a combination of social institutions and facilities that the definition and purposes of education become clearer and more broad-based.

Furthermore, Bailey examines the relationship between education and several aspects of life. First, the view that education is a lifelong endeavor, applying Erikson's "stages of a man's life," is examined. It is the author's view that education may serve a distinct purpose as an individual progresses through life. Second, the relationship between the ability of an individual to cope with illness, personal and family logistics, psychological misunderstandings and the search for meaning is examined. By pursuing education in its many institutions (church, synagogues, families, libraries, etc.), an individual may have a greater capacity to overcome challenges. Third, the role of education in the preparation of people for "work" is discussed. Fourth, the relationship between the pursuit of happiness and education is addressed highlighting the need to create and appreciate beauty, be satisfied by physical activity, perform obligations of service and seek emotional and intellectual discovery. Finally, the importance of understanding the centers of political and economic power are examined.

Earning and Learning: The Academic Achievement of High School Juniors with Jobs

Author: Paul E. Barton

Citation: Educational Testing Service, 1989

Purpose: This report summarizes the relationship between work and student achievement, using information from the 1986 survey of eleventh grade students done by the National Assessment of Educational Progress and other major research efforts.

Summary: Hours worked per week are related to student achievement on the NAEP proficiency scale. The report describes who works, examines the adjustments working students make in other activities, charts the growth of the student work force, and summarizes the results of major projects that address the effects of student work on school performance. Results of these research efforts indicate there is little relationship between student work and academic proficiency except for those students who work more than 20 hours each week. Students who work more than 20 hours per week have slightly lower average proficiency, are less likely to take rigorous academic courses, and spend less time on homework than students who do not work or who work a moderate number of hours.

While the averages show no association between school performance and work, the findings do not speak of individual circumstances. They also do not speak of the future. As school reform creates more demanding schools, student work could become a more prominent issue.

Skills: Self-discipline
Organizational skills
Motivation
Responsibility
Academic skills
Goal setting
Flexibility
Decision-making skills

Training America: Strategies for the Nation

Author: Anthony P. Carnevale
Janet W. Johnston

Citation: National Center on Education and the Economy
President, Marc S. Tucker
Vice President, Joan L. Wills

Purpose: This document is intended to provide background information on, and recommendations for, the development of a comprehensive strategy for improving job-related learning in the United States.

Summary: The part of the document related to schooling contains 10 recommendations:

- **Recommendation #1**—To improve the quality of American education, schools should give teachers the autonomy and resources they need, provide professional development on the job, and measure the learning outcomes of their work.

- **Recommendation #2**—Institutions that prepare Americans for work, especially the nation's schools, should provide basic preparation in the following skill areas:
  - Foundation—knowing how to learn
  - Academic competencies—reading, writing and computation
  - Communication—listening and speaking
  - Adaptability—creative thinking and problem solving
  - Personal management—self-esteem, goal setting and motivation, and personal and career development
  - Group effectiveness—interpersonal skills, negotiation, and teamwork
  - Influence—organizational effectiveness and leadership.

- **Recommendation #3**—Insofar as possible, education should be delivered in an applied context. More specifically,
  - Learning and performance evaluation should be focused on groups as well as individuals.
  - Pure reasoning should be deemphasized in favor of learning experiences that imitate real-world situations and involve physically manipulating objects and tools.

- **Recommendation #4**—Schools, parents, and employers should work together to provide students opportunities to earn and learn at the same time by participating in work experiences that are carefully selected and structured to complement academic programs.

- **Recommendation #5**—American employers should work with the schools to help develop curricula that are relevant to job performance and should weigh educational achievement more heavily in the hiring process than they do now.

Training America (continued)

- **Recommendation #6**—The nation's educators need to provide employers with records that assess academic performance and behavioral attributes of students.

- **Recommendation #7**—The 43 percent of American high school students who are tracked into the watered-down general curriculum and the 19 percent who are in vocational courses should have a new curriculum that mixes solid academic basics and applied learning.

- **Recommendation #8**—The high school vocational system should strengthen the occupational preparation it provides, but not in narrow or dead-end job categories. Instead, students should be given preparation leading to further education or training in postsecondary institutions or by employers.

- **Recommendation #9**—High school vocational education should include a mix of campus learning and carefully structured applied learning in the workplace to accommodate different learning styles and to allow students to learn and earn at the same time.

- **Recommendation #10**—Federal and state governments should encourage improved quality in occupational educational and training by providing matching grants to promote the following:
  - the development of curriculums that mix academic and applied learning delivered in both the classroom and work settings
  - research and development on curriculum and delivery of training in particular occupations
  - the collection, evaluation, and dissemination of best practices in training for specific occupations
  - development of performance standards for individual occupations.

Skills: Basic skills
Decision making
Problem solving
Learning to think a job through from start to finish
Accomplishing a job with and through other people

Recommendations: The report urges educators to:

- work with employers to strengthen the link between learning in school and learning on the job
- link the teaching of academic subjects to real world applications.

Future Work: Seven Critical Forces Reshaping Work and the Work Force in North America

Author: Joseph F. Coates
Jennifer Jarratt
John B. Mahaffie

Citation: San Francisco: Jossey-Bass, Inc., Publishers

Purpose: To identify and describe emerging trends that are shaping the work force, together with an analysis of their implications for the future. It is aimed at human resources planners, as well as managers, personnel specialists, and others concerned with the future quality and structure of the American work force.

Summary: The book is organized around seven themes:

- Theme 1, *Increasing Diversity in the Work Force: Making Heterogeneity and Flexible Management Work*, explains how changing demographics are altering the composition of the work force and explores ways in which managers can respond.
- Theme 2, *Reintegrating Home Life and Work Life: Reversing a One-Hundred-Year Trend*, outlines some of the consequences of the shift toward a dual-income family.
- Theme 3, *Globalization: Facing the Realities of Competing in a World Economy*, compares the quality and competitiveness of the U.S. work force with the work forces of other nations.
- Theme 4, *Expanding Human Resources Planning: Restructuring Roles and Practices to Improve Business-Unit Planning*, examines the changing roles of human resources professionals.
- Theme 5, *The Changing Nature of Work: Training and Reeducating for a Knowledge-Based Work Force*, identifies skills critical to the future of a knowledge-based work force.
- Theme 6, *Rising Employee Expectations: Striking a Balance between Demands and Costs*, examines health care issues and potential changes in the medical care system.
- Theme 7, *A Renewed Social Agenda: Expanding Corporate Social Responsibility*, reflects the emerging trend of corporate participation in finding solutions to problems, including educational reform.

Future Work (continued)

Skills: Positive Skills or attributes:

Creativity
Inventiveness
Entry-level skills
Retrainability
Spatial ability
Physical coordination
Interpersonal perception
Reasoning abilities
Teaching/learning, capacity to absorb information
Skills formerly held primarily by one gender or one ethnic group (to be held in the future by members of the other gender and different ethnic groups)

Scientific or technical skills:

Computer competency
Competency in computer-aided design (CAD), computer-aided manufacturing (CAM), computer-integrated manufacturing (CIM), or computer-assisted engineering (CAE)
Engineering skills, especially design
Information-based skills
High and extremely high competency in computer systems, software, hardware, and systems design
Scientific skills
Mathematical skills
Technical skills in science, engineering, and medical research
Skills in applied psychology and behavioral sciences
Skills in biotechnology and genetic screening
Nursing and related professional care-taking skills

Specialty skills:

Abilities characteristic of superskilled workers
Disappearing craft skills
Skills in maintenance and repair of complex systems
International/global orientation
Language skills
Technology-transfer skills
Systems-integration skills

Executive and managerial skills:

Leadership
Ability to work with others and on teams
Decision-making skills, especially in complex and technological environments
Entrapreneurship
Communication skills

Endangered Species: Children of Promise

Author: Denis P. Doyle

Citation: White Paper, Reprinted from Businessweek

Purpose: This report provides an analysis of America's problem in education, and also indicates that business-school partnerships are the solution.

Summary: The United States can adequately improve its economic competitiveness by educating its youth. There are several "cultural and social" reasons American children are failing to succeed academically: drugs, permissiveness, poverty, teenage pregnancy, broken homes, and falling academic standards. Business-sponsored partnerships offer an effective response to this crisis in education. Various types of successful education partnerships include: magnet schools, community service, corporate academies, local initiatives, computer technology, and adopt-a-school programs.

Education and the Economy in a Changing Society

Author: Organization for Economic Cooperation and Development

Citation: Paris: Organization for Economic Cooperation and Development, 1989

Purpose: The purpose of this report is to illustrate the changes that have occurred in educational requirements for employment in a technology- and information-driven economy.

Summary: As the economy has shifted from an industrial base to technology and information, the need for educational programs that mirror this change has increased. A significant increase in the non-working population has placed a great deal of strain on those who are in the workforce and must support them. The educational system should become increasingly flexible to the changing needs of citizens throughout their lives in order to maximize educational opportunity. Businesses must continue the trend of increased involvement in education through cooperative ventures and continuing job training. Additionally, technology advancements should be incorporated into the existing curriculum as a tool for learning rather than a separate part of the curriculum.

Skills: Lifetime learning
Learning to learn
Technology skills
Basic Skills
Economic goals

A Generation Adrift: Civic Education and the Future of the Republic

Author: Foundation for Teaching Economics and Constitutional Rights Foundation

Citation: United States: Foundation for Teaching Economics and Constitutional Rights Foundation, 1990

Purpose: The purpose of this report is to illustrate the need for increased instruction in the area of civic education.

Summary: The decline in civic participation in the United States over the last twenty years illustrates the need for more emphasis on teaching good citizenship. To obtain the best results, efforts should be focused on eighth- and ninth- grade students. A comprehensive program entitled OUR DEMOCRACY is being developed. This program includes textbooks, multimedia presentations, and classroom activities designed to stimulate interest in civics. OUR DEMOCRACY is a multidisciplinary curriculum that combines not only government and politics, but economic, legal, and social aspects of a democratic society.

Skills:
Ability to reason
Analysis
Problem solving
Leadership
Ethics and values
Citizenship

Global Education: From Thought to Action
The 1991 Yearbook of the Association for Supervision and Curriculum Development

Editor: Kenneth A. Tye

Citation: Alexandria, VA: Association for Supervision and Curriculum Development

Purpose: To identify the role of schools in the process of changing our country's attitudes of self-reliance in order to promote the cooperation among nations necessary to survive in a global economy. The authors attempt to: 1) explain what global education is and why it is important to our schools; 2) assist those who wish to develop a global education program; and 3) show how global education can be a vehicle for school improvement.

Summary:

Context

"A Rationale for Global Education" by Lee Anderson: Global education is a necessary response to increased foreign investment in U.S. firms, decline of American dominance, international involvement in American politics, and global consciousness in American culture.

"Schooling in America Today: Potential for Global Studies" by Barbara Benham Tye: Discusses the difficulties of changing school curriculum.

"Global Education: A Conflict of Images" by Steve L. Lamy: Recommends elements of a training program to help teachers involve students in global issues.

Practice

"Curriculum Considerations in Global Studies" by James Becker: Topics of social studies curriculum in most secondary schools were established 60 years ago. Social studies, which aims to prepare students for life in society, must include global studies to succeed in modern times.

"School Leadership and Global Education" by Jane Boston: Educational leaders must have a vision of the school in modern society and the skills to lead schools to improve teaching for today's challenges.

"Teacher Development through Global Education" by Ida Urso: Teachers are faced with a changing curriculum and are less appreciated by society. A study shows global education benefits teachers by promoting morale, staff development, and community involvement.

"Global Education Partnerships between Schools and Universities" by Jan L. Tucker: Successful partnerships focus on interdisciplinary nature, teacher development, local planning, ethics, and mutual challenges and rewards.

"Global Education and the Community" by Charlotte C. Anderson: Global education involves schools and students with their communities. Includes ideas for teachers and examples of curricula.

"Global Education as Change Agent" by Toni Fuss Kirkwood: Her experiences in Dade County, Florida show how global education can be a vehicle for school improvement. Provides guidance for teachers to infuse global understanding into their teaching.

What Schools Are For

Author: John Goodlad

Citation: Bloomington, IN: Phi Delta Kappa Educational Foundation, 1979

Purpose: To study the social purpose of schools and the translation of these purposes into educational goals, the functions of school, and the aims of education while promoting the idea that schools are educational institutions.

Summary: Goodlad defines "goals" as what schools are expected to do, "functions" as what schools do, and "aims" as what schools should do. He discusses how social purposes have emerged in educational goals. Today's schools serve many masters as groups in society seek to get their special interests legitimated in educational goals and school programs. The question of what education is and what schools should do if they are educational institutions is addressed. The needs of society from which these goals were derived initially were not necessarily educational in character. The goals articulated for schools may involve both educational and noneducational activity. Criteria is outlined that could assure that schools emphasize primarily educational activity. Because the intrusion of functions other than education into our schools does not improve education, Goodlad discusses the corruption of education by society, schools, and school systems. Improvements of the school are addressed with a plea for administrators to put curricular and instructional matters at the center of their leadership role. Goodlad concludes by providing several alternative scenarios for the reconstruction of education, ranging from a vastly reduced role for schools to a 24-hour-a-day concept.

Cultural Literacy: What Every American Needs to Know

Author: E.D. Hirsch, Jr., 1987

Purpose: The author refutes the traditional belief that content of education does not affect children's development of intellectual and social skills. In order to communicate with each other, the nation's students should learn a shared body of knowledge, i.e., a national vocabulary. For all citizens to succeed politically and economically, this national vocabulary, used in the news and in the business community, should be taught in the public schools.

Summary:

Literacy and Cultural Literacy

Our nation's literacy has been declining because our school curriculum is "content-neutral." For example, the drop in U.S. students' reading levels compared to other countries begins at third grade, when the mechanics of reading is not as important as comprehension. The remedy is a national policy of teaching cultural information in our schools, rather than the traditional method of teaching skills without regard to information.

The Discovery of the Schema

Psychological research illustrates how cognitive skills such as memory depend on knowledge of facts. For example, knowledge of common phrases helps one remember long sentences.

National Language and National Culture

Due to economic necessity, industrialized countries consciously preserve a common national language. Lack of a common language causes economic problems. Our country's national language and culture were shaped by writers of history and school books, like Noah Webster.

American Diversity and Public Discourse

The importance of pluralism in this country hinders efforts to establish a common curriculum by policy. A national culture must be established, but not be so detailed or unchanging that it impedes our diversity. Although extremes in politics, religion, and culture exist, our national vocabulary consists of the "middle domain." It acts as a means of communication between our diverse cultures.

Cultural Literacy and the Schools

Because they are subject to public policy control, schools are responsible for imparting necessary information to students of all backgrounds. Schools must reject the traditional belief that content is irrelevant to "language arts skills." But, grassroots efforts to return to a traditional curriculum are not shared by educators. Ideally, young children should learn extensive information, as they learn sports statistics. At later levels, they should learn intensive higher-order skills while continuing to build knowledge of the national vocabulary.

The Practical Outlook

Since the contents of cultural literacy are identified implicitly by every writer or speaker who addresses the general public—i.e., facts national magazines assume readers know—we can identify them explicitly. A curriculum based on this vocabulary will improve national literacy, thereby raising living standards of families who had been illiterate, increasing our country's competitiveness, and enabling all citizens to participate in the political process.

Appendix—What Literate Americans Know

The author included a list of terms which serves as an index to his later attempt to identify an American national vocabulary. The list was compiled according to the author's own experience and judgment.

Labor Force 2000: Corporate America Responds

Author: Allstate Forum on Public Issues

Citation: Allstate Forum on Public Issues, 1989

Purpose: The purpose of this report is to describe how business can serve to facilitate an ongoing cooperation between education, business, and the community to improve the educational system.

Summary: The report recommends creating a partnership among education, business, and the community. The goals of this partnership would be to establish an educational vision for the community, to communicate that vision to all members of the community, and to empower all relevant groups in the implementation of any program developed. In developing a program to improve education, the report emphasizes the creation of a shared vision among all sectors of the community. Based on this shared vision, leadership should become involved and through linkage-analysis planning create a strategic plan for improving the educational system. The report states that business can assist in the formation of this shared vision as well as assist in implementing a strategic plan. The report then goes on to give specific examples of ways in which business can assist the community with improvement of education, such as human resources, communications, corporate philanthropy, training, and government relations.

Skills: Thinking creatively
Responding to changing situations
Responding appropriately to opportunities

Education, Technology, and the Texas Economy, Volume 1

Citation: Economics of Education

Purpose: This report analyzes some of the broad trends and forces affecting the U.S. and Texas economies with emphasis on technology and the implications of these trends and forces on education and learning systems. The paper also reviews the relationships between education (attainment of skills and knowledge), schooling (amount of time spent in school), human capital formation, technology, and individual and national economic performance.

Summary: One of the main forces affecting the Texas and U.S. economies has been the rapid internationalization of economic activity. Changes in technology have caused some fundamental shifts in the basic structure of the economy from an emphasis on mass production of goods to an international information economy in which 70 percent of the goods are in direct competition with products made in other countries. Like the rest of the country, Texas' past prosperity has been the result of an extraordinary abundance of natural resources; a large, growing, and protected internal market; favorable access to world capital markets; the unique combination of free institutions and people who were able to use the world's most advanced technology; and pioneering work in the development of mass production systems. Technology has caused natural resources to become less important and has made knowledge and skills the keys to improvements in productivity, living standards, and national power. Our choices, moreover, have become increasingly clear; we can become competitive by reducing our standard of living or by using leading edge technologies. The development and use of leading edge technologies, in turn, require a workforce with very different and higher order thinking and communication skills than traditionally taught in American schools. A high wage, full employment economy will require very different learning systems which are distinguished from the traditional school. Learning systems include the family, peer associations, community associations, and the mass media, especially television. Econometric evidence suggests that only 15 percent of the education related to lifetime income is attributable to schooling; the rest comes from on-the-job learning systems. Schooling is pivotal, however, because it determines who gets the best on-the-job training.

Technology includes both equipment and the manner in which we do things. Technology is the skills, knowledge, and creativity embodied in people, equipment, organizations, and institutions. If we want to be world class, we will adopt management systems and economic policies that require more and different kinds of skills and knowledge. Even what are now considered low-wage occupations will require more education. Information technology is ubiquitous and, therefore, will pervade the services as well as goods production. In the competitive international information society, uneducated people are likely to have great difficulty supporting themselves through productive work. In a world-class system most workers must think for a living; they must have the kinds of education formerly available mainly to the elite. Americans historically have valued schooling but not education. We now have to value education and intellectual activity.

We must also focus on adult learning systems, because three- fourths of the work force of the U.S. and Texas for the rest of the century are already on the job. The challenge is to make monumental improvements in educational productivity through fundamental change in the structure of education institutions. It is particularly important to greatly improve the status, remuneration, and responsibilities of teachers, the key agents of any reform process. Similarly, world-class schools, like world-class companies, need to develop modern production systems. Indeed, we have noted that schools modeled their systems after the scientific management styles developed in the U.S. during the late 19th century. This system was authoritarian and attempted to fragment and standardize tasks. In the schools this meant carefully prescribed teaching methods, detailed regulations, and supervision of teachers.

Demographic trends will result in an increase in the market place which has transformed the family, one of our most important learning systems. We have also seen a rapid growth in the minority population, especially Hispanics. The increased proportion of minorities, most of whom have serious education deficiencies and limited access to quality learning systems, is a particularly serious problem.

Family-related education problems include: (1) children from disadvantaged families tend to lose much of their learning during summer months; (2) dropout rates are high; and (3) half of the 16 to 24 year-old population is not college bound. Noteworthy education and intervention programs during early childhood, such as Headstart, are not only very effective in dealing with these problems but also yield high individual, fiscal, and social dividends.

Education, Technology, and the Texas Economy Volume 2: Can Technology Help Texas Public Schools?

Author: LBJ School of Public Affairs

Purpose: To advocate the importance of technology as a valuable educational tool and enumerate the variables that will need consideration in the implementation of technology in the classroom.

Summary: Most agree that technology can help Texas public schools, but not without an effective plan to integrate the new technological tools with the educational process. The application of technology to education offers many potential benefits that range from targeting rural area schools and disabled students to making the teaching profession more attractive.

The State has taken a greater role in applying technology to educational needs. The Texas Education Agency's (TEA) *Long Range Plan for Technology* lists several justifications for the increased use of technology in public schools. Although TEA has initiated this long-range plan, most technology-based decisions for the classroom are made on the local level.

Technology is primarily used to teach the basic skills. The use of computers has also been applied to science, social studies, and has been particularly successful in mathematics. Full integration of technology into the curriculum has the potential to overhaul the traditional grade-by-grade structure.

Through the use of "distance learning," rural schools with limited resources can offer additional curriculum while avoiding the hardship of school district consolidations. Teachers and teacher training play a major role in assuring that satellite classes operate smoothly.

The implementation of technology in the classroom will change the role of the teacher, but there has been little agreement on the specific nature and extent of the change. Future teaching staffs may divide into specialized categories for more efficient and effective use of facilities and time.

Texas has the ability to move forward in promoting technology for educational use, but there are significant barriers: absence of models for school systems to follow in determining their educational needs; evaluating the effectiveness of technologies; incorporation of technologies in the curriculum, and training teachers to use the technologies effectively; and the absence of incentives for teachers to incorporate technology into the curricula.

The options for financing technological innovation range from seeking contributions from the private sector to using the textbook fund.

Education, Technology, and the Texas Economy
Volume 3: Vocational Preparation

Author: Policy Research Project on Education, Technology, and the Texas Economy; co-published by the Texas Education Agency and Board of Regents of the University of Texas

Citation: The University of Texas at Austin, 1989

Purpose: This report analyzes current economic conditions and the changing role of vocational and technical education to further higher, more universal systems of production.

Summary: Today's work environment is changing from "scientific management" techniques to a higher order, industrial market economy. Unless our educational system changes to accommodate new demands for the workforce, the U.S. will lose its competitive edge in the world. Such a change entails a unification of academic and technical courses to prepare students with reasoning skills as well as with hands-on experience. Vocational education must be upgraded; mastery of basic skills should be emphasized; and partnerships between schools and businesses must be established so that schools' goals meet businesses' needs.

In Texas since 1987, the Texas Education Agency's Mastery Plan for Vocational Education has served as the major design for the state's vocational education restructuring. It affects elementary, secondary, post-secondary and adult vocational education as well as vocational regional planning, and emphasizes a decrease in the state's dropout rate. However, the plan should be rewritten to assure that vocational education courses designed for dropout prevention will include occupationally specific training before the 10th grade, a crucial component emphasizing flexibility. Also, state lawmakers should assure adequate school funding to provide schools incentives for retraining students at-risk of dropping out of school.

The report concludes with an analysis of "two-plus-two" programs for strengthening academic and vocational skills of students. Such programs allow for an upgrading of the curriculum to meet the skill requirements of a changing workforce by reducing duplication in vocational training at the secondary and postsecondary levels. The report recommends an advanced skills model. One negative of such a program is possible turf wars between secondary and postsecondary institutions. The advantages include competency-based education, excellence, flexibility, and inclusion of all students enrolled in vocational education.

A New Compact for Learning: Improving Public Elementary, Middle, and Secondary Education Results in the 1990's

Author: The University of the State of New York
The State Education Department

Citation: Albany: The State Education Department, 1991

Purpose: The purpose of a New Compact for Learning was to develop a context of restructured relationships among schools and communities within which all students could succeed; to reconceive "the system" itself. The New Compact has six principles:

- All children can learn
- Focus on results
- Aim for mastery
- Provide the means
- Provide authority with accountability
- Reward success and remedy failure

The report delineates the responsibilities of the state, the student, the parent, the teacher, the student support team (counselors, school psychologists, nurses, etc.), the principal, the school, the school district, the community, the superintendent of schools, the board of education, the region, higher and continuing education, libraries and other cultural institutions, business, industry, and labor. The New Compact focuses on excellence, accountability, and equity, and it establishes goals for elementary and secondary school students. Finally, the report contains an action plan for implementing the New Compact composed of nine proposed steps:

- revising Regents' goals statement
- setting desired learning outcomes and assessing results
- approving and implementing the excellence and accountability programs
- participation by teachers and parents in school-based planning and shared decision making
- implementing the long-range technology plan
- a New Compact for Learning staff development network
- the compact and equity: defining a sound, basic education
- flexibility in improving student achievement
- increasing public awareness of the crisis in education and of the New Compact for Learning

Skills:

1. Each student will master communication and computation skills as a foundation to:

   1.1 Think logically and creatively
   1.2 Apply reasoning skills to issues and problems
   1.3 Comprehend written, spoken and visual presentations in various media
   1.4 Speak, listen, read, and write clearly and effectively in English
   1.5 Perform basic mathematical calculations

1.6 Speak, listen, read, and write at least one language other than English
1.7 Use current and developing technologies for academic and occupational pursuits
1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

2.1 English language and literature
2.2 History and social science
2.3 Mathematics
2.4 Natural sciences and technology
2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Skills include:

3.1 Development of knowledge and appreciation of the arts
3.2 Aesthetic judgments and the ability to apply them to works of art
3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups
3.4 Ability to produce or perform works in at least one major art form
3.5 Knowledge of materials, media, and history of major art forms
3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

4.1 Knowledge of American political, economic, and social processes and policies at national, state, and local levels
4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights
5.2 Respect for self, others, and property as integral to a self-governing, democratic society
5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

A New Compact for Learning (continued)

6. Each student will develop the ability to understand and respect people of different race, sex, ability, cultural heritage, national origin, religion; political, economic and social background; and their values, beliefs, and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing post-secondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills, and attitudes which enable development of:

   9.1 Self-esteem
   9.2 The ability to maintain physical, mental, and emotional health
   9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

America in Transition

Author: National Governor's Association

Citation: Washington, D.C: National Governor's Association, 1989

Purpose: This publication explores the need to emphasize international education at all levels of education to increase America's competitiveness in the world's economy.

Summary: This report examines the status of international education in America by providing evidence that American children and adults are lacking a basic understanding of other cultures. The data presented provides a basis of the conclusion that the American people have little understanding of world geography and that our educational system fails to emphasize either geography or foreign language in its curriculum. For example:

1. One in seven adults cannot locate the United States on a world map.

2. One-half of American adults cannot point out South Africa on a map; one-half could not identify even one South American country; and only 55 percent could locate New York—in fact, 37 states were identified as New York.

The importance of international education is discussed in terms of international trade, the need for internationally literate employees and evidence of world interdependence. Additionally, obstacles to the success of implementing international education, along with examples of institutions which are implementing such a system, are presented.

An America That Works: The Life-Cycle Approach to a Competitive Work Force

Author: The Research and Policy Committee of the Committee for Economic Development

Citation: New York: Committee for Economic Development, 1990

Purpose: The purpose of the report is to identify the changes taking place in the work force and the work place, the problems of poor basic education and work readiness, the need to expand the pool of available workers, and the need to offer specific actions that the public and private sector can take to implement changes.

Summary: The report focuses on seven major areas of concern:

- demographic trends
- investing in children and youth
- the education-work connection
- making the current work force more productive
- enlarging the labor force
- the role of immigration in meeting work force standards
- the labor force potential of older workers.

The report asserts that public policies that affect the work force need to be integrated across the life cycle and should aim at:

- preparing youths for rewarding work lives and for participation in mainstream community life
- helping adults to be self-sufficient and socially responsible
- keeping older citizens active and independent.

The report also highlights model programs in each of the seven major areas of concern.

Texas Quality Work Force Planning: Preparing Texas for the 21st Century Through a Skilled and Educated Work Force

Author: A Tri-Agency Initiative by the Texas Education Agency, Texas Higher Education Coordinating Board, and the Texas Department of Commerce

Citation: Texas Education Agency Quality Work Force Planning Unit, September 1990

Purpose: Describe the role of Quality Work Force Planning in linking employer needs to vocational technical education and training programs in Texas.

Summary: The Texas Legislature committed the state to the implementation of an integrated vocational-technical education and training delivery system from kindergarten through higher education to support the development of an educated and skilled work force. In 1989, the Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Department of Commerce formed a tri-agency partnership to promote and implement Quality Work Force Planning. Pilot projects were sponsored in nine of Texas' 24 planning regions, each of which has established Quality Work Force Planning Committees with representation from business, industry, and education training programs. The pilot projects achieved successful program-related outcomes described in the report. Plans were made for projects in the remaining 15 regions. Quality Work Force Planning is only part of a more comprehensive effort to establish a world-class work force in Texas. Other components are listed.

Recommendations:

Development of basic competencies

Promote partnerships that provide career paths

Communication of employer needs and student needs

Programs responsive to needs of the state

Curriculum and Evaluation Standards for School Mathematics

Author: National Council of Teachers of Mathematics

Citation: National Council of Teachers of Mathematics, Reston, Virginia, 1989

Purpose: The twofold purpose of this document is:

(1) Create a coherent vision of what it means to be mathematically literate in a world that relies on calculators and computers to carry out mathematical procedures, and in a world where mathematics is rapidly growing and is extensively being applied in diverse fields

(2) Create a set of standards to guide revision of the school mathematics curriculum and associated evaluation toward this vision.

Summary: The STANDARDS presents criteria to be used to judge the quality of the mathematics curriculum and methods of evaluation. The STANDARDS should be viewed as facilitators of reform, rather than a set of directives. They are based on an informed vision of what should be done, given current knowledge and experience. The STANDARDS give direction toward a set of national expectations while allowing and encouraging local initiatives. It outlines learning outcomes in mathematics appropriate for tomorrow's schools.

There are several underlying assumptions that shape the vision of mathematics set forth in the STANDARDS:

- Mathematics is something a person does, not a spectator sport.
- Mathematics has broad content encompassing many fields.
- Mathematics instruction and learning can be improved through appropriate evaluation.
- Mathematical power can—and must be—at the command of all students in a technological society.

Toward these ends, the STANDARDS states five goals for students. Students should:

- learn to value mathematics
- learn to reason mathematically
- learn to communicate mathematically
- become confident of their mathematical abilities
- become mathematical problem solvers.

The 40 curriculum standards divide the discussion of curriculum content according to three grade-level groups: kindergarten through 4; 5 through 8; and 9 through 12.

Curriculum and Evaluation Standards for School Mathematics (continued)

The 14 evaluation standards pertain to assessment strategies, i.e., information that will help improve instruction and information that teachers, administrators, and policy makers need when assessing a mathematics program's quality and effectiveness of instruction.

Skills:

Technological skills
Mathematical literacy
Asking the right questions
Assimilating new information
Working cooperatively as well as independently
Adaptability
Actively seeking and creating new knowledge
Flexibility
Applying mathematics to problem solving and everyday life
Reasoning logically
Drawing inferences
Communicating ideas

What Work Requires of Schools
A SCANS Report for America 2000

The Secretary's Commission on Achieving Necessary Skills (SCANS)
U.S. Department of Labor

The Commission is composed of representatives from education, business, unions, and government.

Purpose: To examine one part of the educational process; the part that involves how schools prepare young people for work.

Finding: "Workplace know-how" defines effective job performance and has two elements:

(1) competencies (Attachment 1)

(2) foundation (Attachment 2)

REPORT

PART I High Performance Work and Schools

- contrast drawn between traditional workplaces (mass production, quality problems found after the fact) and high-performance workplaces (problem-oriented, flexible, organized in teams)
- characteristics of today's and tomorrow's workplace (Attachment 3)

Challenge: For business and schools to communicate, a common vocabulary is needed along with clear-cut standards about what students need to learn.

PART II What is Work Like Today

- Five scenarios:
  - Manufacturing
  - Health Services
  - Retail Trades
  - Accommodations and Food Services
  - Office Services

PART III Implications for Learning

- Teaching, assessing, and learning in context (Attachment 4)
- Characteristics of today's and tomorrow's schools (Attachment 5)
- Levels of proficiency (Attachment 6)

Future work: (1) suggesting effective ways to assess proficiency;
(2) developing a dissemination strategy

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. *Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently

D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team*—contributes to group effort

B. *Teaches Others New Skills*

C. *Serves Clients Customers*—works to satisfy customer's expectations

D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

E. *Negotiates*—works toward agreements involving exchange of resources, resolves divergent interests

F. *Works with Diversity*—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*

B. *Organizes and Maintains Information*

C. *Interprets and Communicates Information*

D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems*—knows how social, organizational, and technological systems work and operates effectively with them

B. *Monitors and Corrects Performance*—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies

B. *Applies Technology to Task*—understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies

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A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading*—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. *Writing*—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. *Arithmetic Mathematics*—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. *Listening*—receives, attends to, interprets, and responds to verbal messages and other cues

E. *Speaking*—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*—generates new ideas

B. *Decision Making*—specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternative

C. *Problem Solving*—recognizes problems and devises and implements plan of action

D. *Seeing Things in the Mind's Eye*—organizes, and processes symbols, pictures, graphs, objects, and other information

E. *Knowing How to Learn*—uses efficient learning techniques to acquire and apply new knowledge and skills

F. *Reasoning*—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility*—exerts a high level of effort and perseveres towards goal attainment

B. *Self-Esteem*—believes in own self-worth and maintains a positive view of self

C. *Sociability*—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management*—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity Honesty*—chooses ethical courses of action

CHARACTERISTICS OF TODAY'S AND TOMORROW'S WORKPLACE[1]

Traditional Model	High Performance Model
STRATEGY	
• mass production	• flexible production
• long production runs	• customized production
• centralized control	• decentralized control
PRODUCTION	
• fixed automation	• flexible automation
• end-of-line quality control	• on-line quality control
• fragmentation of tasks	• work teams, multi-skilled workers
• authority vested in supervisor	• authority delegated to worker
HIRING AND HUMAN RESOURCES	
• labor-management confrontation	• labor-management cooperation
• minimal qualifications accepted	• screening for basic skills abilities
• workers as a cost	• workforce as an investment
JOB LADDERS	
• internal labor market	• limited internal labor market
• advancement by seniority	• advancement by certified skills
TRAINING	
• minimal for production workers	• training sessions for everyone
• specialized for craft workers	• broader skills sought

[1]Source: "Competing in the New International Economy." Washington: Office of Technology Assessment, 1990.

WORKPLACE KNOW-HOW: WHAT WORK REQUIRES OF SCHOOL

Competencies **Foundation**

TEACHING, ASSESSING AND LEARNING IN CONTEXT

- RESOURCES
- INTERPERSONAL
- INFORMATION
- SYSTEMS
- TECHNOLOGY

EXAMPLE

Develop a plan to show how a production schedule can be maintained while a staff is trained in a new procedure. Estimate the number of additional employees or extra overtime required. Prepare charts to explain; make a presentation to other team members, and...

- BASIC SKILLS
- THINKING SKILLS
- PERSONAL QUALITIES

CHARACTERISTICS OF TODAY'S AND TOMORROW'S SCHOOLS

Schools of Today	Schools of Tomorrow
STRATEGY	
• Focus on development of basic skills • Testing separate from teaching	• Focus on development of thinking skills • Assessment integral to teaching
LEARNING ENVIRONMENT	
• Recitation and recall from short-term memory • Students work as individuals • Hierarchically sequenced-basics before higher order	• Students actively construct knowledge for themselves • Cooperative problem solving • Skills learned in context of real problems
MANAGEMENT	
• Supervision by administration	• Learner-centered, teacher directed
OUTCOME	
• Only some students learn to think	• All students learn to think

PROFICIENCY SCALE

Proficiency Level	Performance Benchmark
Preparatory	Scheduling oneself
Work-ready	Scheduling small work team
Intermediate	Scheduling a production line or substantial construction project
Advanced	Developing roll-out schedule for new product or production plant
Specialist	Develop algorithm for scheduling airline

Texas Business and Education Coalition

The Texas Business and Education Coalition is a statewide partnership of business and education leaders formed to bring together and focus community, education, and business-based interests working to restructure the state educational system. The Coalition consists of a steering committee, a coordinating committee, an advisory council made up of members of state and national associations, a staff of loaned executives, and state level volunteer task forces. It is an initiative of the Texas Chamber of Commerce.

Texas Business and Education Coalition Statement of Beliefs

1. Every person has equal value and worth.
2. Every person can learn and realize success.
3. Together, the family, the school, and the community control the conditions for success.
4. Schools must develop knowledge, skills, thinking processes, and attitudes for successful living today and for tomorrow's world.
5. In a democratic society, schools must ensure the opportunities necessary for all individuals to reach their potential.
6. Schools must enable individuals to assume responsibility for their own behavior and performance.
7. Schools that honor courtesy, mutual respect, obligation, and shared commitment provide the best conditions for success.
8. Collaboration and cooperation are essential for arriving at the best decisions and for implementing successful solutions.
9. Individuals and schools must be empowered with sufficient authority to carry out responsibilities for which they are held accountable.
10. Successful schools require a climate that encourages creativity and innovation.

Texas Schools for the Future

The Coalition believes successful schools of the future will possess the following characteristics:

- Schools will be learning communities which recognize that people educate themselves and that education is not something that is "given" to the student. These learning communities will have the capacity for individualized instruction to meet the needs of each student.
- Adult leaders of the schools will devote themselves to the maintenance of strong and healthy communities which can create and sustain the highest quality of adult child relationships.

- Teachers will be coaches and mentors for their students, with the authority, capacity, and support to function as professionals. Administrators and principals will empower teachers—and teachers will empower their students.

- Schools will be models and examples of Texas' potential for realizing the benefits of its rich, multicultural heritage.

- Higher education standards will apply to all.

- Every school will be surrounded by a community in which all citizens recognize that their self-interests and the well-being of their community are dependent upon the success of their school.

- Each community will take responsibility for its school and expect its students to learn.

- Teachers and school administrators will be responsible for the outcomes of their work.

- State regulation will be focused on educational outcomes.

Goals for Texas Students

By the year 2000 it is expected that:

- Graduates of Texas high schools shall have a knowledge of English that enables them to read, speak and write at a level sufficient to enter post-secondary education (academic or vocational) or the business world, and to perform successfully in either.

- Graduates shall have knowledge of a second language that permits them to read, speak and write at a level sufficient to function in social and business situations.

- Graduates shall have an understanding of the capabilities of computers and shall be able to use them, both for academic assignments and in the conduct of their personal affairs.

- Graduates shall be adept at high-order reasoning and be capable of applying and integrating factual knowledge.

- Graduates shall have a knowledge of mathematics sufficient to permit their entry into higher level courses beyond algebra.

- Graduates shall have a knowledge of biological and physical sciences that enables them to understand the fundamentals of biology and of the physical universe.

- Students shall have a foundation in the social sciences that enables them to recognize and appreciate various cultures, have knowledge of major historical developments and of the fundamentals of geography, understand basic economic principles, and understand that each individual is part of a multicultural society.

- Students shall attain a familiarity with the arts that permits them to appreciate and, when appropriate and possible, participate in them.

- Students shall develop a healthy self-concept, a sense of ethics and law, and a knowledge of the principles and responsibilities of citizenship.
- Students shall have the opportunity to survey career opportunities and to assess, with professional counseling, their aptitudes preferences.
- Students shall develop a healthy lifestyle that can be continued throughout life.
- Students shall develop a respect of, and appreciation for, ethnic and social diversity.

Ten Requirements for Successful Change

1. Build awareness and support for education among all citizens
2. Mobilize community-based initiatives for change
3. Involve parents in education and improve adult literacy
4. Attract and develop effective educators
5. Improve curricula and teaching techniques
6. Achieve a campus-oriented management structure and process
7. Demand academic and fiscal accountability
8. Fund fairly and equitably, and reward outstanding performance
9. Promote early childhood education
10. Integrate social services and education

Developing a Plan

- School-Based Management
- Professionalism of Teachers and Administrators
- Curriculum and Instruction
- Accountability
- Linking Schools with Social Services
- Education Financing
- Educational Facilities

APPENDIX C:

STUDENT ASSESSMENT TRANSITION PLAN, INCLUDING RATIONALE AND PURPOSES

Student Assessment Transition Plan

	1991-1992	1992-1993	1993-1994	1994-1995
TAAS Performance Tasks and/or Machine-Scorable Items				
• Reading, Writing, Mathematics	Grades 3, 5, 7, 9, 11 (Exit)—October and Grade 11 (Exit)—Spring	Grades 3, 7, 11 (Exit)—Fall and Grades 4, 8, 10 (Exit)—Spring	Grades 4, 8, 10 (Exit)—Spring	Grades 4, 8, 10 (Exit)—Spring
• Science, Social Studies			Grades 4, 8—Spring	Grades 4, 8, 10 (Exit)—Spring
• Computer Literacy (Computer-Based Technology)			Grade 8*	Grade 8
• End-of-Course				
• Algebra I			High School	High School
• Biology I			High School	High School
• Computer Science				High School*
• 5 More Tests				
• Physical Fitness/Health (Wellness)			Grades 4, 8—Spring*	Grades 4, 8—Spring
• Oral Proficiency in a Second Language			Grades 8, High School in Spanish**	Grades 4, 8, and High School**
NAPT* **				
• Reading, Mathematics	Grades 3-11—April	Grades 3-11—April	Grades 3-11—April	Grades 3-11—April
• Language, Science, Social Studies	Grades 3-11—April	Grades 3-11—April (District Option)	Grades 3-11—April (District Option)	Grades 3-11—April (District Option)

*The first year a new test is administered will be an optional (phase-in) year. Districts may choose to participate on a trial basis.
**Districts may elect to participate at any or all levels (Grades 4, 8, and High School) to match the local instructional program.
***Norm-referenced tests will be included as long as federal program evaluation regulations remain unchanged.

Rationale for a Student Assessment Transition Plan

The following Rationale, Statement of Purposes, and Summary of Recommendations derive from the materials prepared for the April 11, 1992 meeting of the State Board of Education.

The current assessment program is mandated by state law and is composed of criterion-referenced tests and norm-referenced tests. During the 1991-92 school year, criterion-referenced tests in reading, writing, and mathematics, the Texas Assessment of Academic Skills (TAAS), were given to all students in Grades 3, 5, 7, 9, and 11. In addition, norm-referenced tests measuring reading, writing, mathematics, science, and social studies, the Norm-referenced Assessment Program for Texas (NAPT), were given in all Grades 3 through 11 in April. This amount of testing is seen as extensive, but it is still limited in that many areas of the curriculum are not assessed. If a state accountability system is to be successful, information on student achievement in all areas of the curriculum is needed. Because it would not be efficient to expand the testing program and to continue assessing at the current grade levels, the board submitted a legislative recommendation requesting a study of the statewide assessment program. The legislature responded by establishing the Committee on Student Learning to study these issues and to make recommendations to the board for a comprehensive, performance-based assessment program.

The recommended system will expand the measures and reduce the assessment to fewer grades. Specifically, it is recommended that assessment be reduced to one grade at the elementary level, one grade at the middle level, and at the exiting point of high school, while at the same time expanding the scope of essential elements assessed. This will provide a comprehensive and yet efficient system that should serve the state's accountability needs. These changes are proposed with the view that providing achievement data for accountability is the primary purpose of the state assessment program.

Statute prohibits the board from adopting rules regarding essential skills and knowledge for students and statewide assessment programs until the board has received and considered the comments of the Committee on Student Learning and the Legislative Education Board (LEB). The Committee on Student Learning met on February 19, 1992, and approved the assessment plan presented and specifically made the following recommendations:

- Base future assessment strategy on outcomes. These outcomes would summarize learnings from a full range of the curriculum and the essential elements. As outcomes are assessed within content areas and across content areas, achievement information can be summarized by both outcomes and program content.

- In accordance with law, the future assessment program will be primarily performance based. This measurement strategy can be better aligned with, or integrated into, good instruction. It is envisioned that the assessment program will consist of a combination of standardized paper and pencil measures and performance measures.

- Conduct assessment at Grades 4, 8, and exit level. The exit level assessment would first be taken by students at the end of the 10th grade.

- Since the primary purpose is to provide accountability data, assessment is seen as an end-of-year activity. Thus, performance and portfolio measures used during the year would be summarized and reported at the end of the year. Also, traditional standardized measures would be conducted at the end of the year or at the end of specific courses.

- End-of-course examinations in selected high school subjects provide excellent information for the indicator system while assuring that high standards are maintained across districts and campuses. The proposed plan presents a strategy for making a transition to end-of-year assessments.

- The current assessment program requires an excessive amount of instructional time. An outcome-based assessment system at Grades 4, 8, and exit level would be more efficient.

Purposes of Assessment Plan

The assessment program will provide achievement data for three major purposes:

- Summative Data for State Accountability

  The recommended program will expand the assessment to cover a broader range of the curriculum and the essential elements. In addition to the present content of reading, writing, and mathematics, the future program will include assessment of science, social studies, fine arts, computer literacy, second language proficiency, physical fitness health, vocational education, and business education. Similarly, end-of-course tests will be developed in selected high school subjects to ensure that high achievement standards are maintained across districts and campuses. The future assessment program will be primarily performance based using measurement strategies that can be integrated into good instructional programs. The assessments will be criterion-referenced and developmentally appropriate. For accountability purposes, both the administration of the assessment instruments and the collection of achievement data from performance tasks will take place at the end of Grades 4, 8, and 10. This strategy will reduce the amount of time used in administering standardized assessments.

- Summative Data for Federal and Local Evaluation Purposes

  The state norm-referenced testing program will continue in Grades 3-11 in the content areas of mathematics and reading. This will provide local districts with achievement data necessary to conduct federal program evaluations. In addition, current statute requires the use of these norm-referenced test data as an accountability measure in the Academic Excellence Indicator System. It is recommended that the norm-referenced testing program be discontinued when federal requirements for these types of data cease. Texas is working with other states to establish national achievement standards that may provide a vehicle for national and state comparative data in the future.

- Formative Data for Local Use

  The proposed program will provide assessment assistance in addition to the grades that will be tested for accountability purposes. Formative assessment strategies will be developed that can assist districts in instructional diagnosis. This information will be helpful in the placement of students, in the design of remediation, and for local evaluative purposes. This development will also provide the districts with information about the state's expected level of achievement.

Summary of Recommendations

It is recommended that the state accountability assessment system:

- Focus on criterion-referenced, performance-based, and developmentally appropriate assessment strategies.
- Expand state accountability assessment to include social studies, science, computer literacy, physical fitness health, oral proficiency in a second language, and end-of-course tests in critical high school courses.
- Focus state accountability assessment at Grades 4, 8, and 10 (exit) and provide technical assistance to local districts for integrating formative and diagnostic assessment into instructional programs at all grade levels.
- Move from the fall to the end of the instructional period.
- Maintain a statewide norm-referenced assessment program in reading and mathemataics to meet federal reporting requirements.

APPENDIX D:
TECHNICAL ADVISORY COMMITTEES

Committee on Student Learning
Technical Advisory Committee on Student Assessment

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

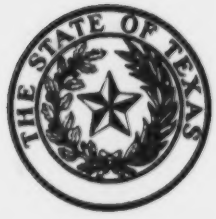
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.



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